

**STUDENTS' ANXIETY ON SPEAKING PERFORMANCE  
AT THE EIGHTH GRADE OF MTS NEGERI 5 KARANGANYAR**

**THESIS**

Submitted as a Partial Requirement

For the Undergraduate Degree in English Language Education



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*Assalamu'alaikum Wr.Wb*

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Thank you for the attention.

*Wassalamu'alaikum Wr.Wb*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved father, Sukanto who always give his motivation and praying to me.
2. My beloved mother, Mini Sularsih who always give her great praying, suggestion, and spirit to make and arrange this thesis.
3. My beloved brother Exvan Wibowo who always give his motivation and spirit to make and arrange this thesis.
4. Miss. Maria Wulandari, M.Hum. I am really thankfull for the guidance and suggestion while I make this thesis.

## **MOTTO**

“Allah will raise those who have believed among you and those who were given knowledge, by degrees.”

(QS. Al Mujadilah: 11)

“So which of the favors of your Lord would you deny.”

(QS. Ar Rahman: 13)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “Students’ Anxiety on Speaking Performance at the Eighth Grade of MTS NEGERI 5 Karanganyar” is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in bibliography.

If later prove that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 5 Oktober 2020

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Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this entitled “Students’ Anxiety on Speaking Performance at the Eighth Grade of MTS NEGERI 5 Karanganyar.” Peace be Upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 5 Oktober 2020

The Researcher

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## ABSTRACT

Dwi Fera Andriyani. 2020. *“Students’ Anxiety on Speaking Performance at the Eighth Grade of MTS NEGERI 5 Karanganyar.”* Thesis. English Language Education. Languages and Cultures Faculty.

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Keywords : Students' Anxiety, Speaking Performance, and Eighth Grade.

The research is to find factors of students’ anxiety and students’ strategies to reduce anxiety on the speaking performance at the eighth grade of MTSN 5 Karanganyar. Horwitz said that nervousness associated with the stimulated autonomic nervous system. The level of anxiety among different students is varied including low, medium, and high. Factors of anxiety and strategies used by students to reduce anxiety are also different one another. The objectives of this research are (1) to find out the factors of students’ anxiety on speaking performance and (2) to explore students’ strategies to reduce anxiety on speaking performance.

This research is descriptive qualitative design. The participants in this research were 32 students of 8A grade in 1 class who are in the medium level of anxiety. The data were collected by using interview and questionnaire. Both of them were conducted online. The techniques of analyzing data were data reduction, data display, and drawing conclusion. Coding technique is also used in this research. The research used trustworthiness of the credibility with triangulation participant and cross-checked data from two different sources namely teacher and students.

The research findings showed that there are various factors of students’ anxiety including personal and interpersonal anxieties (59%), learners’ belief about language learning (93%), instructor belief about language teaching (62%), instructor-learners interaction (18%), classroom procedures (31%), and language testing (31%). The research also found some strategies used by students to reduce anxiety; they are preparation (93%), relaxation (53%), positive thinking (12%), peer seeking, and resignation (21%). From the result of the research, it can be concluded that the most dominant factor of students’ anxiety is personal and interpersonal factor. Meanwhile, the most dominant strategies used by students to reduce is relaxation. The research has a suggestion for the teacher and the students. The teacher should plan the materials very well and help the students to reduce speaking anxiety. Meanwhile, the students should remain keep their strategies to reduce speaking anxiety and have more practices for their speaking performance.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background to the study**

Speaking is an interaction of thoughts, ideas, or feeling between two or more people. It is a productive part of the language learning process. The ability to speak a language is the product of language learning. It will be important for students in their daily life, for example: describing something, complaining to other and making conversation with foreign as the tool of commerce. By mastering speaking skill students will be able to communicate each other to build a good interaction. Speaking is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. However, speaking is not easy for the students.

At the school, speaking English is still become a problem for the students. Zhang (2009: 91) argued that speaking remains the most difficult skill master for the majority of English learners, and they are still incompetent in communicating orally in English. In fact, students usually feel anxious when they are asked to speak English. They are not confident in speaking English. Anxiety becomes a common problem in their speaking performance.

Horwitz, et al (1986: 125) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Thornburry (2005: 28) states that the lack of vocabularies, improper grammar, and fears of mistakes were some of the

factors that can contribute to speaking failure cause an acute sense of anxiety when it comes to speaking.

In the teaching and learning process, especially in foreign language students should understand that anxiety can affect their oral communication. They should know how to cope and reduce their anxiety about speaking. There are many strategies for students to minimize their anxiety especially when they perform in front of the class. Meanwhile, Kondo and Ling (2004: 262) write in the academic journal about strategies for coping with language anxiety, such as: preparation, relaxation, positive thinking, peer seeking, and resignation. The students use strategies to reduce anxiety because students can take steps to increase self-confidence.

In the context of junior high school, students learn many studies about anxiety were conducted previously. The first previous study is “A Study of Students’ Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta (Rumini Yuliana, 2017)”. The aim of this previous study has found the factors of students’ Anxiety in Speaking Performance. The result of this study is students use four factors of students’ anxiety. Four factors of students’ anxiety were lack of preparation, learner belief about language learning, personal and interpersonal anxieties, and fear of making mistakes. But, factors of the research use six factors of students’ anxiety. Six factors of students’ anxiety, such as: personal and interpersonal anxieties, learners’ belief about language learning, instructor beliefs about language teaching, instructor-learner interaction, classroom procedures, and language testing.



The differences between this previous study and this research are: First is subject of the research, subject of this previous study is Second Semester of English Education Department. But, the subject of this research Students Eighth Grade. The second is the technique of collecting data, the technique of collecting data in previous study were observation, interview, and questionnaire (open questionnaire and close questionnaire). But, the technique of collecting data used by the research: interview and questionnaire.

The Second previous study is “Students’ Anxiety: Leveling of Speaking for Conversation Ability at The Eleventh Grade of MAN 1 Surakarta (Eva Nur Khofifah, 2019)”. The aims of this study has found described the students; performance for conversation. The result of this study is students were feel anxious, conversation faced, performance variables, redundancy, interaction, and clustering.

The differences between this previous study and this research are: first is objective of the research, the objective of this previous study has described the students’ performance: Speaking for Conversation. But, the objective of the research has found factors of students’ anxiety and to know students’ strategies to reduce anxiety. The second is the subject. The subject of this previous study is Students Eleventh Grade. But, the subject of this research is Students Eighth Grade. The third is the technique of collecting data, the technique of collecting in this previous study were observation, interview and questionnaire (open-ended questionnaire and close-ended questionnaire). But, the technique of collecting data used by the research: interview and questionnaire.

The third previous study is” Foreign Language Speaking Anxiety: the Case of Spontaneous Speaking Activities in ELT Department at a Privat University in Istanbul Turkey (Ozlem Yalcin, 2013)”. The aim of this previous study has identified whether the integration of speech activities helps minimize the students’ English language speaking anxiety. But, the purpose of this research was knew the factors of anxiety and the students’ strategies to reduce anxiety in speaking performance.

The differences between this previous study and this research are: first is objective of the research. The objective of this previous study has identified whether the integration of speech activities helps minimize the students’ English language speaking anxiety. But the objective of this research has found the factors of anxiety and the students’ strategies to reduce anxiety in speaking performance. The second is the subject. The subject of this previous study is Students in ELT Department. But, the subject of this research is Students Eighth Grade.

The fourth previous study is “Chinese Students’ English Speaking Anxiety in Asking Questions in Asking Questions in the MSc TESOL Classroom (Randhir Roopchund, 2015)”. The aim of this previous study has found the nature of anxiety in asking questions in class from the perspective of seven Chinese learners of English with reference to their self-reflective accounts of emotional difficulties encountered.

The differences between this previous study and this research are: first is objective of the research, the objective of this previous study has explored the nature of anxiety in asking questions in class from the perspective of seven

Chinese learners of English with reference to their self-reflective accounts of emotional difficulties encountered. But, the objective of this research has found the factors of anxiety and the students' strategies to reduce anxiety in speaking performance. The second is the subject. The subject of this previous study is MSc TESOL students in a UK University. But, the subject of this research is Students Eight Grade. The third is technique of collecting data, the technique of collecting data in this previous study were observation, interview, and questionnaire (open questionnaire and closed questionnaire). But, the technique of collecting data used by the research: interview and questionnaire.

Based on the pre-research, the research has found some phenomena in which the students felt anxious because they can not speak English well. In addition, friends' assumption that they master English well adds burden to the students who have a speaking performance in front of the class. Furthermore, the possibility of being laughed by others makes students more anxious. The facts above show that there were various factors of students' anxiety. In the addition, there were also various strategies done by the students to cope with anxiety.

Based on the case above, the research will conducted a study to explore the factors of students' anxiety and the students' strategies to cope with it, under the title **“STUDENTS’ ANXIETY ON SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF MTS NEGERI 5 KARANGANYAR”**.

## **B. Identification of the Study**

Based on the background of the study above, the researcher identifies the problems as follows:

1. Speaking is one of the skills that are difficult to be learnt in teaching and learning process especially in English class.
2. Students are not confident to speak English in English class.
3. Anxiety becomes a barrier in learning English especially in speaking performance.

## **C. Limitation of the Study**

In order to get the specific purpose of the research, the research makes the limitation of the study. Limitation of the study has intended to establish the limit of the problems that are going to be observed. The researcher has focused about factors of students' anxiety and students' strategies to reduce anxiety on the speaking performance at the Eighth Grade of MTS Negeri 5 Karanganyar.

## **D. The Problem Statements**

Based on the limitation of the study, the problem statements of this research are as follows:

1. What are the factors of students' anxiety on the speaking performance?
2. What are the students' strategies to reduce anxiety on the speaking performance?

### **E. The Objectives of the Study**

The researcher has the objectives of the study as follows:

1. To find out the factors of students' anxiety on the speaking performance
2. To explore students' strategies to reduce anxiety on the speaking performance

### **F. The Benefits of the Study**

The results of this research are expected to give benefits to the teaching and learning process in the future both theoretically and practically especially in teaching speaking.

#### **1. Theoretical Benefit**

- a. This research hopefully was gave some contributions to the researcher and the reader. It was expected to give understanding in teaching speaking especially in anxiety of students' speaking performance.
- b. The result of this research can be used as reference for those who want to conduct a research in English teaching learning process especially in teaching speaking.

#### **2. Practical Benefit**

##### **a. The students**

This study will help students find out the factors of their anxiety in speaking performance especially in teaching learning process and develop their speaking ability.

##### **b. The teacher**

This study provides a reference as a tool to explore students' abilities in speaking skills and to find out the factors that can cause anxiety. The

teacher can find student strategies to reduce anxiety in speaking performance.

c. Other researchers

This research can be used as reference for the other researchers who want to conduct a research about speaking skill.

## **G. The Definition of Key Terms**

The research would like to give some definitions of the following key terms to understand about this research:

1. Anxiety

Horwitz, et al (1986: 125) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. It is supported with the reality that many students feel nervous when they are speaking in English.

2. Speaking

Speaking is a productive skill that can be directly and empirically observed, those observed are invariably colored by the accuracy and effectiveness of a test-takers speaking skill, which necessarily compromise the reliability and validity of an oral production test (Brown, 2003: 140).

3. Speaking Performance

Speaking is a productive skill that can be directly and empirically observed, those observed are invariably colored by the accuracy and effectiveness of a test-takers speaking skill, which necessarily

compromise the reliability and validity of an oral production test (Brown, 2003: 140). And “Performance denotes the production of actual utterances as a result of certain psychological processes” (De Kort & Leerdam as cited in Hamerka, 2009: 15).

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Speaking**

##### **1. Definition of Speaking Skill**

Speaking is one of skill in learning English that must be learned. It is also must be mastered. Actually, there are many definitions of speaking from English expert. However, the researcher just chooses the several. Hornby (1995: 37) defines that speaking is the skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers we have a responsibility to prepare the students as much as possible to be able to speak English in the real world outside the classroom.

Speaking is a productive skill that can be directly observed those observed are invariably colored by accuracy and effectiveness of a test takers speaking skill which necessarily compromise the reliability and validity of an oral production test (Brown, 2003: 140). Most of people think that mastering the art of speaking is the single most important aspect of learning a foreign language, and language, and success is measured in term of the ability to carry out a conversation in the language (Nunan, 1992: 39).

The theory above emphasizes that speaking is an effort to use language freely, being able to speak which puts more emphasizes on interaction, communication, and understanding each other. From the



statement above it can be concluded that speaking skill is an important skill to be mastered when someone learns about language especially foreign language. In the other hand, speaking is important part of everyday interaction and most often the first impression of a person is based on ability fluently and comprehensively. According to Richard (2008: 19) “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners”. Based on the statement above, it can be concluded that speaking skill is important aspect to elaborate English for communication. It means that talking is reciprocal because it takes the form of an exchange between two or more participant with each participant taking turns to say something (Widdowson, 1996: 64).

Furthermore, they will come to the stage of autonomy whereas students can mix verbalized what they know and want to know to what they have learnt right away without restriction from others. Speaking is a speech production that becomes a part of daily activities which involve interaction (Thornburry, 2005:8). Speaking skill means conversation skill. It is perform nature of mutual independent, interactive nature of conversation. It is an awareness activity as well as feedback activity so that a series task is developed to sharpen the students’ awareness on the activity and assess their own progress performance. When those awareness and feedback activities done gradually, automatic conversation becomes accustomed; speaking skill in the case, conversation skill, need gradual practice-controlled, awareness, and finally fluency conversational.

The research used Brown (2004: 141) theory of types of speaking performance using monologues, namely students progressing individually in front of the class by speaking English. The research looking for data conducted interview via call WA and distribution of questionnaire via google form. Both of them were conducted online. The speaking skill on the bigger theme is not always better in the eye teacher's book English in grade 8 which means students learn how to compare comparison. Basic competencies that must be mastered by grade 8 students in English based on curriculum 13 are compiling very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to the number and nature of people, animals, objects, with attention to social functions, text structure, and linguistic elements that are correct and in context.

## **2. Component of Speaking**

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with the component of pronunciation, grammar, vocabulary, and fluency.

### **a. Pronunciation**

Pronunciation is the students' way it English well. Besides, pronunciation is one of the difficult language components of a grammar made up of the elements or principle to determine low sound vary and pattern in a language.

b. Grammar

Grammar concerns with how to arrange it in conversation. It can develop the ability to understand and response quickly, and the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary means the appropriate diction it in conversation. Without having a sufficient vocabulary one cannot communicate effectively or express ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teacher, therefore, should process considerable knowledge on how to manage an interesting classroom so that the learners can gain success in their vocabulary learning.

d. Fluency

It can be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming. The research can conclude that someone who wants to speak a foreign language has to know the rules of the language, like grammar, vocabulary, pronunciation and word-formation, and to apply them properly in communication.

### **3. Basic Types of Speaking**

In the classroom activity, designing appropriate assessment tasks in speaking begins with the specification of objective (Brown, 2003: 141). Those

objectives may be classified in term of several types of oral production performance are:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply imitate a word, phrase or sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element intonation, stress, rhythm, and juncture). This is the students' speaking performance that practicing some phonological and grammatical aspects of language. Usually, the students do the task in pair. For instance, it a loud include reading paragraph, dialogue, and information from chart.

c. Responsive

Responsive assessment tasks include interaction and test comprehension. Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat

limited length of utterances. A good deal of students' speech in the classroom is responsive short replies to teacher or students initiated questions or comments. The stimulus is almost always a spoken prompt with perhaps only one or two follow up questions or retorts.

d. Interactive

Interaction can take the two forms of transactional and interpersonal. Transactional language carried out for the purpose of exchanging specific information is an extended form of responsive language. Then, interpersonal exchanges carried out the purpose of maintaining social relationships than for transmission of facts and information.

e. Extensive

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction. Extensive speaking tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited. Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

#### **4. Problems of Speaking**

Speaking is a hard skill to do, especially in learning foreign language. The hardness of speaking comes from some characteristic of spoken language that is hard to be possessed. There are some characteristics of difficulties it classify by (Brown, 2000: 270) includes:

a. Clustering

Fluent speech is a phrasal not word by word. Learner can organize their output both cognitively and physically through such a clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Constructions, elisions, reduced vowel, etc., all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality in speaking that in turn stigmatize them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as students speaks allowed manifesting a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure students are reasonably well acquainted with the words, idioms, and phrases of colloquial language, and they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of students' tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without-interlocutors would rob speaking skill of its richest components the creativity of conversational negotiation.

## 5. Functions of Speaking

According to Richards (2008: 21), function of speaking in human interaction expanded on three parts version: talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires teaching approaches.

a. Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchanges greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more

on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as Transaction

Talk as interaction refers to situations where the focus is on what is said or done. The message and making itself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

## **6. Speaking Performance**

According to Brown, speaking is a productive skill that can be directly and empirically observed those observed are invariably colored by the accuracy and effectiveness of a test-takers speaking skill, which necessarily compromise the reliability and validity of an oral production test (Brown, 2003: 140). And “Performance, denotes the production of actual utterances as a result of certain psychological processes” (De Kort & Leerdam as cited in



Hamerka, 2009:15). Speaking is a spoken productive language skill. It is about how the students produce the language orally. Furthermore, speaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process. Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person. As Jones comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing event or moments to paper.

Based on the above quote, it can be concluded that speaking is a productive language skill was focused on students' ability to produce pieces of language verbally. This is about how students express themselves; explore ideas, express feelings, etc. Hence, the research sought information through a questionnaire about students' experiences while speaking in front of the class. The experience was related to conversations with material about "Bigger is not always better" and uses expressions that are appropriate for the characters.

## **7. Factor Affecting Speaking Performance**

There are many factors that have impact on language learning. These factors are divided into internal:

### **1. Internal Factor**

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

a. Psychology

Burns and Joyce as cited in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self- esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity Brown (2002). Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.

b. Language Competence

According to Chomsky (1965) competence is the ideal language system that enables speakers to produce and understand an infinite number" of sentence in their language, and to distinguish grammatical sentences and ungrammatical ones. Describe the "actual use of language in concrete situation". It is used to describe both the production as well as comprehension of the language. In this study, language factor in speaking performance refer to ability of speaker to

master the aspects of language while communicating. These aspects included: fluency, intonation, vocabulary, pronunciation, and grammar,

c. Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory Bachman & Palmer (1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance.

2. External Factors

a. Performance Condition

According to Nation & Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

b. Learning environment

In their research, Minghe & Yuan (2013) stated that “another external factor that affects students' oral English learning is the lacking of good language learning environment. English is a language used in communications, so a

good language environment can effectively promote learning. But for most of the Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

## **8. Types of Speaking Performance**

According to Brown (2004: 141) there are 5 basic types of classroom speaking performance. They are:

### **a. Imitative**

In this type of speaking assessment, the ability to imitate word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

### **b. Intensive**

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

### **c. Responsive**

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example

of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

e. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

According to the student experience, students use interactive speaking because of communication between two or more people. The development of conversation skills is an important part of socialization. The development of conversational skills in new languages is often the focus of language teaching and

learning and interaction could take two forms of transactional language that are carried out for the purpose to convey or finding specific information. Therefore, the teacher interacts with students through discussions related to lessons and games after a conversation to make students interact in learning by asking difficult questions and to foster enthusiasm in learning.

## **9. Micro Skills in Speaking**

Based on Brown (2003: 142-143), there are eleven micro skills speaking as follows:

### **a. Micro Skills**

- 1) Orally producing differences among the English phonemes and allophonic variant.
- 2) Producing chunks of language of different lengths.
- 3) Producing English stress pattern, word in stressed and unstressed positions, rhythmic structure, and intonation contour.
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Producing fluent speech at different rate of delivery.
- 7) Monitoring one's own oral production and use various strategic devices- pauses, fillers, self-correction, backtracking- to enhance the clarity of the message.
- 8) Using grammatical word classes (nouns, verb, etc), systems (e.g, tenses, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.

- 9) Producing speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentence constituent.
- 10) Expressing a particular meaning in different grammatical forms.
- 11) Using cohesive devices spoken is course.

## **10. The Level of Speaking Proficiency**

According to Charles (1992), the grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.
2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that either autobiographical or related primarily to his or her immediate environment.
3. Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph-like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

By giving learner's speaking practice and oral exam the writer recognize that there is a difference between knowledge about language and skill in using it. Bygate (1997:4) states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practice. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say, how to say it, and whether to develop it, it accordance with one's intention while maintaining the desired relation with other.

## **B. Anxiety**

### **1. Definition of Anxiety**

During having conversation in English, the students faced many problems in speaking. One of the problems is speaking anxiety. According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second of foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. According to Horwitz, et al. (1986: 125) "anxiety is the subjective feeling of tension, apprehension, nervousness,



and worry associated with an arousal of the autonomic nervous system”. It is supported with the reality that many students feel nervous when they are speaking in English.

According to Freud Alwisol (2005: 28) that anxiety is a function of the ego to warn people about the possibility of a hazard that can put an appropriate adaptive response. Anxiety serves as a mechanism to protect the ego because anxieties signal to us that there is a danger and if not done right then it would increase the danger to the ego defeated. Anxiety can give negative impact to someone’s personality if he or she can not manage it. Mayer (2008: 2) state that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007: 5) argues that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optima performance. For instance, when the student always achieves had score in his achievement and feels underachieve because he does not feel putting an effort. He begin to afraid about not passing his subjects or his grade. Then, his anxiety becomes weak and he gets motivation to be a good student because he interest to pass from his grade.

According to my research, anxiety arises due to nervousness, anxiety, and lack of confidence that usually arises when students progress in front of the class and must speak English without text. Anxiety occurs in students. Anxiety is a problem of students who are difficult to eliminate because it is necessary for self-awareness of students. Typically, anxiety when students have to speak English anxiety is a comprehensive sensation or fear that is

normal in a variety of conditions, but can be abnormal if excessive and not in proportion to the threat. Behavioral patterns are disturbed where anxiety is the most prominent feature labeled anxiety disorder. There were several types of anxiety disorders, namely panic disorder, overall anxiety disorder, phobia disorders, and stress.

## **2. Foreign Language Anxiety**

Language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Foreign language anxiety is the most important variable in the learning process that hinders foreign language students' performance. It can be cognitively and physically a serious barrier to students capacities especially its negative effect on students' speaking skill. Language anxiety is a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Horwitz (2001: 113) states that anxiety is perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. Foreign language anxiety is a situation specific form of anxiety that does not appear to bear of strong relation to other forms of anxiety that is related to the language learning context.

Foreign language anxiety is important, because it can be present as emotionally and physically uncomfortable situation of students in foreign language classes especially when they do oral performance. When students

know that they cannot make their progress, they may have an anxiety reaction against learning the language. It is cause of students' result of poor language. While, some people claim that having poor language skills is a cause of anxiety. Therefore, students having poor language skills may tend to apprehensive behaviors. Foreign language as a specific syndrome which stems from three other anxieties, such as: communication apprehension, fear of negative evaluation, and test anxiety.

### **3. Source of Foreign Language Anxiety**

Language anxiety is the feeling of worry and nervousness expressed by non-native speakers when using a foreign or second language. Moreover, Horwitz and Cope (1986: 127) proposed conceptual foundation of anxiety. According to them, there are components of language anxiety that have been identified in order to break down the construct into researchable issues, they are:

- a. Communication Apprehension is students shyness characterized by fear communication with other people which may lead to difficulty in public speaking, or understanding others people which making themselves understood by the other test anxiety and fear negative evaluation.
- b. Test anxiety is about the feeling fear or failure of exams, quizzes, and other language assignment used to evaluate students performance.
- c. Anxiety is fear negative evaluation, fear of negative evaluation as the apprehension about people evaluation, avoidance of evaluation situations and the expectation that others would evaluate someone negatively.

#### **4. Foreign Language Anxiety in Speaking**

At first glance, speaking seems to be the component of foreign language performance that most susceptible to anxiety effects. Speaking in foreign language is the most difficult aspects than other skills. Many researcher support the idea that communicating in foreign language class may be a traumatic experience causing feelings of fear. Thornburry (2005: 28) states that the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. The difficulties of speaking can occur frequently, persistently, and barely noticeable. Although students show most interest in learning to communicate orally in the foreign language, their anxieties may play debilitating roles. Anxiety in speaking foreign language turned to be more frequent in some cultural settings that in others. Anxiety as an important affect might exist in the foreign language speaking process and have an influence on the foreign language speaking process and performance. Anxiety in learning is an emotional state of apprehension, a vague fear that is only indirectly associated with an object

From the explanation above can be concluded that anxiety is a negative effect of speaking that could made speaker feeling nervous and worry about their speech.

#### **5. Students' Strategies to Reduce Anxiety**

In the teaching and learning process, especially in foreign language anxiety, students should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and

reduce their worry about speaking. There are many strategies for students' to minimize students' anxiety especially when they perform in front of the class. Meanwhile, Kondo and Ling (2004: 262) write in the academic journal about strategies for coping with language anxiety, such as:

a. Preparation

Preparation can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in the class. Preparation is an effective way to help students to cope with their anxiety in oral performance because they develop students' self-esteem in speaking which can minimize the level of anxiety. Students should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation. Preparation is the key to feeling confident about giving a speech or presentation in front of the class. So, preparation can improve students' proficiency in the language helping them in decreasing anxiety. In addition, students should develop their self-confidence to diminish their anxiety. Students have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and improve their communication in foreign language.

b. Relaxation

Relaxation is characterized by it is affective quality in that it aims at alleviating bodily tension associated with emotional arousal. Relaxation is one the best way to help students to cope with worry and anxiety in the

classroom. Students should do this way too before performing their speeches in order to decrease their anxiety. A few minutes calm is a good way for the anxious students. Relaxing can be done by taking a deep breath and trying to close the eyes for a while. Students can also feel comfortable by forgetting everything that can make them feel uncomfortable and nervous.

#### c. Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student.

Positive thinking is one of the strategies to reduce students' anxiety. It can be useful, especially for dealing with state anxiety which refers to students' anxiety because of a specific evaluative situation, a test or competition, and an oral performance. Positive thinking is considered as an effective strategy for students to alleviate their speaking anxiety. Students have to stop their negative thinking.

#### d. Peer Seeking

Peer seeking is distinguished by students' willingness to look for other students who have the same trouble in understanding in the class and control their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source or reduce their burden because they have friends to share with.

e. Resignation

Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. Some of the actions are giving up, sleeping in the class.

The researcher has argued that it is one of the extreme strategies. This may be caused accepting the reality is one of many ways to reduce stress and tension. They did not want to try and retry after failing because they were afraid of more stress. Resignation seems to be one possible strategy choose by the students. This strategy only offers a temporary quick solution. Later, those students had to face greater problems. They may not be able to acquire proper mastery of the second language and may also fail in examination. From the theory above, it can be concluded that students with low language anxiety would be more successful in their use of coping strategies. By doing strategies in dealing the language anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation.

## 6. Anxiety Factors

Speaking is believed as a skill that most frequently evokes anxiety among the students. Anxiety as one of results of affective factors appears because several matters. There are several causes of speaking anxiety in the foreign language class. Anxiety may arise from certain speaking activities experienced by the learners. Meanwhile, Ohata (2005: 133) argues that language anxiety can arise from:

a. Personal and Interpersonal Anxieties

Commonly personal and interpersonal are the most sources of anxiety. It was investigated in correlation with other social and psychological constructs. For example, people with low self-esteem may worry what their friends think, in fear of negative responses or evaluation. Thus, some of the performance anxieties mentioned earlier might be categorized largely into one psychological construct. Those psychological phenomena accompanied by low self-esteem and competitiveness can become the place for student language anxiety as often directly in the form of performance anxieties.

b. Learners' Belief about Language Learning

Learner beliefs about language learning also contribute to the students' tension and frustration in the class. He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. He found that:

1. Some learners were concerned about the correctness of their speech in comparison to native like accent or pronunciation.
2. Some believed that two years of language learning is enough to achieve a native like fluency.
3. Some expressed that language learning means learning how to translate.
4. Some others believed that success of second language learning limited to a few individuals who are gifted for language learning.



Unrealistic belief held by learners can lead to anxiety in students, especially when their beliefs and reality clash. In this sense, learner beliefs can play another major role in forming language anxiety in students.

c. Instructor Beliefs about Language Teaching

Instructor beliefs about language teaching can also become a source creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the students' needs or expectations toward the teacher. For example, when a teacher believes that his role in class is to constantly correct students' error, some of the students might become quite anxious about their class performance.

d. Instructor – learners Interaction

There is an interaction between language learning and the environmental components in which the students grew up, and both negative and positive experiences have a strong impact on the success of language learning. The process of interaction between the instructor (teacher) and the learner (student) is regarded as a factor causing anxiety for the students. If the learner does not understand the teacher's corrections or explanation, this is can be a cause for anxiety.

The researcher has argued that interaction between students and teacher was important factor to make a low anxiety classroom environment. When the class has low level anxiety environment, the students automatically feel comfortable to receive and understanding the explanation of the teacher.

e. Classroom Procedures

Many learners feel that some error correction is necessary the manner of error correction is often said as provoking anxiety. Those studies that investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administrated in class.

The researcher has gave an example if the student perform in front of other students, then she/he make a mistake. Then, the teacher cut his/her word and correct it. It makes students become anxious and afraid to continue their performance because they afraid make more mistakes.

f. Language Testing

Language testing is one of the factors which contribute the anxiety to the students. It would lead to other psychological stresses, such as the fear of losing self-confidence of feeling inferior to others. In addition, sometimes students feel pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time.

The researcher has argued that language testing also contribute to the anxiety of students. In Indonesia, testing sometimes called as the technique to collect a score of the students. All of the students afraid if they get bad score, it is important to students. For example, testing which can make students anxious such as: teacher gives a test in short period has made students feel very anxious and pressured, the teacher did a test

without notification to the students before (unprepared for the students), the teacher gave unfamiliar and ambiguous test task.

## 7. Level of Anxiety

Analyzing about anxiety level of speaking, Horwitz (1991: 27-39) state that level anxiety of speaking are three levels: those are low level of anxiety, medium level of anxiety, and high level of anxiety. Horwitz (1991: 27-39) said that the level of a person can be seen from a person's ability to respond to a particular problem, the research see and observe each student to know the level they have from the category of each level which has been determined of the theory. Based on the Horwitz theory, the research specify the indicators of anxiety level. Here are the indicator that the researcher adapted from the Horwitz theory (1991: 27-39):

Table 2.1 Level Anxiety of Speaking

No.	Level	Indicator
1.	Low	a. Students feel confident for the situation in their experienced. b. They do not feel embarrassed to interact with others though they got difficulty in their experiences. c. Students appeared relax.
2.	Medium	a. Students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition b. They will also comfortable if they get a help and support from others. c. Students appeared heart pounding, slip of tongue and cold.
3.	High	a. Students feel unconfident on their capabilities that make

		<p>them afraid to do something although in the imperative condition.</p> <p>b. Students appeared sweat pouring, trembling hand, blank, and confuse.</p>
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People who can be categorized as low level of anxiety are people who feel confident for the situation in their experience so that they do not feel embarrassed to interact with others though they got difficulty in their experiences. After that, people who can be categorized as medium level of anxiety are people who feel less confident about the situation in their experience with others in certain conditions, whereas people who can be categorized as high level of anxiety are people who feel unconfident on their capabilities that make them afraid to do something although in the imperative condition.

Specifically, the research used this standard to measure level anxiety of speaking in English speaking class. With these categories can be helped research to make information about level anxiety of students in speaking.

## **8. The Effect of Foreign Language Learning Anxiety**

The cognitive, affective, and physiological reactions accompanying language learning anxiety are experienced by some learners on a nearly daily basis, and in others are commonly observed in testing situations, when due to nervousness exam takers forget earlier known information or make careless and otherwise preventable mistakes (Paradowski et al, 2015:34).

The researcher based on explanation above had a notion that anxiety became a barrier in their speaking in speaking English language. Feeling of stress was considered as the cognitive part of anxiety and had a negative effect on speaking. For example when students had a high level of anxiety they are fear and afraid to speak in front of the class and deliver their argument. It was made them have a problem in developing their ability in speaking and problem in activity in the learning process. The difficulty in speaking in class occurs especially in situations when students have to deliver a speech they have not rehearsed earlier or to take part in spontaneous role-play (Paradowski et al, 2015:35).

To reduce the students anxiety the teachers who teach anxious students also has important role, they can also do many things to help their students in overcoming speaking anxiety. Providing a fun activity in the class is the way to help the students.

Therefore the researcher has an opinion that motivation and big effort to do the best in each performance were needed by students to reduce their feeling of fail, anxious, nervous, unconfident, and feeling of shy with their ability by using the power of the students' self and supporting by the teacher and the condition of the class. All of negative feeling should be remove from students' mind and increase the positive way to their confident in improving their motivation for doing better than before.

### C. Previous Studies

Many researchers conduct the study in the Students' Anxiety. The related research is taken from various such as thesis and journal. It contains objective, method and result. The description of the previous studies, are as follows:

In the context of junior high school, students learn many studies about anxiety were conducted previously. The first previous study is "A Study of Students' Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta (Rumini Yuliana, 2017)". The aim of this previous study has found the factors of students' Anxiety in Speaking Performance. The result of this study is students use four factors of students' anxiety. Four factors of students' anxiety were lack of preparation, learner belief about language learning, personal and interpersonal anxieties, and fear of making mistakes. But, factors of the research use six factors of students' anxiety. Six factors of students' anxiety, such as: personal and interpersonal anxieties, learners' belief about language learning, instructor beliefs about language teaching, instructor-learner interaction, classroom procedures, and language testing.

The differences between this previous study and this research are: First is subject of the research, subject of this previous study is Second Semester of English Education Department. But, the subject of this research is Students Eighth Grade. The second is the technique of collecting data, the technique of collecting data in previous study were observation, interview, and questionnaire (open questionnaire and close-ended questionnaire). But, the technique of collecting data used by the research: interview and questionnaire.

The Second previous study is “Students’ Anxiety: Leveling of Speaking for Conversation Ability at The Eleventh Grade of MAN 1 Surakarta (Eva Nur Khofifah, 2019)”. The aims of this study has described the students; performance for conversation. The result of this previous study, such as: students feel anxious, conversation faced, performance variables, redundancy, interaction, and clustering.

The differences between this previous study and this research are: first is objective of the research, the objective of this previous study has described the students’ performance: Speaking for Conversation. But, the objective of the research has found factors of students’ anxiety and to know students’ strategies to reduce anxiety. The second is the subject. The subject of this previous study is Students Eleventh Grade. But, the subject of this research is Students Eighth Grade. The third is technique of collecting data, the technique of collecting in this previous study were observation, interview, and questionnaire (open-ended questionnaire and close-ended questionnaire). But, the technique of collecting used by the research: interview and questionnaire.

The third previous study is “Foreign Language Speaking Anxiety: The Case of Spontaneous Speaking Activities in the ELT Department at a Privat University in Istanbul Turkey (Ozlem Yalcin, 2013)”. The aim of this previous study has identified whether the integration of speech activities helps minimize the students’ English language speaking anxiety. But, the purpose of this research was knew the factors of anxiety and the students’ strategies to reduce anxiety in speaking performance.

The differences between this previous study and this research are: first is objective of the research. The objective of this previous study has identified whether the integration of speech activities helps minimize the students' English language speaking anxiety. But, the objective of this research has found the factors of anxiety and the students' strategies to reduce anxiety in speaking performance. The second is the subject. The subject of this previous study is Students in ELT Department. But, the subject of this research is Students Eighth Grade.

The fourth previous study is Chinese Students' English Speaking Anxiety in Asking Questions in Asking Questions in the MSc TESOL Classroom (Randhir Roopchund, 2015). The aim of this previous study has found nature of anxiety in asking questions in class from the perspective of seven Chinese learners of English with reference to their self-reflective accounts of emotional difficulties encountered.

The differences between this previous study and this research are: first is objective of the research, the objective of this previous study has explored the nature of anxiety in asking questions in class from the perspective of seven Chinese learners of English with reference to their self-reflective accounts of emotional difficulties encountered. But, the objective of this research has found the factors of anxiety and the students' strategies to reduce anxiety in speaking performance.

The second is the subject. The subject of this previous study is MSc TESOL students in a UK University. But, the subject of this research is Students Eighth Grade. The third is the technique of collecting data, the



technique of collecting data in this previous study, such as: observation, interview, and questionnaire (open questionnaire and closed questionnaire). But, the technique of collecting data used by the research: interview and questionnaire.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

According to Moleong (2007: 15), qualitative research aims to understand phenomenon that happen to the subject of the research, such as behavior, perception, motivation, action, etc. It explains the phenomenon holistically by words description in a natural context using specific method. The research describes the students' assignment and attitudes while they do work appropriate with the teacher asked, and receive all information from any sources.

In conducting the study, the research was used descriptive qualitative method. It is because in doing this research, she collects the data, makes an analysis, and finally makes a conclusion. Brumfit and Rosamond (1995: 11) stated that descriptive qualitative research will aim at providing as accurate an account as possible of what current practice is, how learners do teach, what classroom do look like, at a particular moment a particular place.

This research is a descriptive qualitative research because the research describes about the students' anxiety on speaking performance. Especially, the factors causing the students' anxiety and their strategies used to overcome anxiety on speaking performance at eighth grade of MTS Negeri 5 Karanganyar in the academic year of 2019/2020.

## B. Research Setting

### 1. Place of the Research

This research carried out at eighth grade in MTS Negeri Karanganyar which was located at Tasikmadu kebakkramat Km 2, Kab. Karanganyar, Tasikmadu, Central Java, ID, 57761.

### 2. Time of the Research

The research was conducted from October 2019 to May 2020. There are six activities that was be done by the researcher. The first activity of the researcher is doing pre-research, after that the researcher creates the thesis proposal. The researcher was conducted the research after *seminar proposal*, and the last is the research arranged the thesis, and the last is submitting chapter IV and V. In detail, the activities can be seen in this following schedule.

Table 3.1 Activities Schedule Researcher

Activities	2019				2020			
	10	11	12	01	02	03	04	05
Doing Pre-Research								
Creating Proposal								
Thesis Proposal Seminar								
Doing Research								
Arranging Thesis								
Submitting Chapter IV and V								

## C. Subject of the Research

The research subject is a person who is the objects of the research being investigated. In the research the main subject of this study was the students of eighth Grade of MTS Negeri 5 Karanganyar, especially conversation with

material about “Bigger is not always better” and limited to class 8A consisting of 32 students. The research has focussed on students’ experiences on the factors and strategies that are shown by students when speaking in class appearing in front of the class.

#### **D. Source of Data**

Data was defined as the raw and unorganized information. The research has collected the data from phenomena were suitable for analysis, interpretation, or processing. The data which were taken by the research has included of discourse of the interpreting from the analysis. For the purpose of this study, the data were obtained directly from research respondents were form of interview and questionnaire (open-ended questionnaire result and close-ended questionnaire result).

#### **E. Instrument**

The main research has charged of collecting data through interviews and questionnaires, with communication media and Google forms to make it easier for the researcher to find data through questionnaires. Then, from the data the researcher can find out the factors and strategies in the anxiety of English-speaking students through questions given by the researcher.

My interview has used guidelines according to the Ohata (2005: 133) theory relating to factors, such as personal and interpersonal anxieties, learners' belief about language learning, instructor beliefs about language teaching, Instructor - Learners Interaction, classroom procedures, and

language testing. Kondo ling (2004: 262) relating to Student Strategies, such as Preparation, Relaxation, positive thinking, peer seeking, and resignation.

Questionnaire items were open-ended questionnaire Siniscalco (2005: 26) states that open-ended questionnaire is not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. It means that an open questionnaire was useful to represent the general respondents were feelings by write down short text. The research uses open-ended questionnaire results to know the students' feelings on their speaking performance to find out the factors of anxiety by students and the strategies to reduce their anxiety in speaking class. The research has used open-ended questionnaire result to know the students' feelings on their speaking performance to find out factors of students' anxiety and the strategies to reduce their anxiety to speaking class. The research gave 3 questions from 32 students. The questionnaire gives through Google form, then give through the link that sends by WA. The purpose of the research has to give the questionnaire to analyze factors of students' and students' strategies to reduce anxiety. The research was grouped through questionnaire result. The research did that thing in order to make data research.

Close-ended questionnaire was found about the general student English learning experience, especially experience related to the anxiety of learning English and the way students reduce the anxiety of speaking English. The closed questionnaire used to ask questions respondents to answer questions related to factors of students' anxiety and reduce student anxiety by going through the Google form. To, make it easier for research to find data.

Because, the virus outbreak factor that did not allow researching schools. The research gave 8 questions from 32 students and the students tick questions according to what they felt when advancing in front of the class on speaking performance. Questionnaire is given through Google form then gives through the link that sends by WA. The research gives a questionnaire so can analyze based on the level of students anxiety.

#### **F. Technique of Collection Data**

In the technique of collecting data, the research used interview and questionnaire (open-ended questionnaire and close-ended questionnaire). As in the study, the research used data collection methods as follows:

##### **1. Interview**

Interview is a method to get the data from another individual by question designed to obtain answer relevant to a research problem. Moleong (2007: 186) states that interview method is dialogue or personal relation between data collector with the source data. Interview has used to know about something in depth information from respondent, for getting information that can not be obtained from the other method. Interview and discussion there were face to face personal interactions, which generate data about the research issue and allow specific to discuss from other people perspective. In this research, the research was interviewed the students. The research has used the interview to get the data about factors of students' anxiety and students' strategies to reduce anxiety on the speaking performance. The research had interviewed by WA call. The

research asked 8 students from 32. That interview to support data on the open-ended questionnaire and close-ended questionnaire.

## 2. Questionnaire

Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response (Ary, 2010: 648). Questionnaire is the instrument consists of several questions to collect the information of the research. Questionnaire in qualitative can be used to gather facts about people's beliefs, feelings, experiences in certain activities and so on. The questionnaire was designed in such a way that participants have the freedom to express their views in response to the question asked without any influence or clues from the interviewer.

In this research, the research has used open-ended questionnaires to collect the data: Open-ended Questionnaire Siniscalco (2005: 26) states that open questionnaire were not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. It means that open questionnaire was useful to represent the generally respondents are feeling by write down short text. The research has used open-ended questionnaire result to know the students' feeling on their speaking performance to find out factors of anxiety by students and the strategies to reduce their anxiety to speaking class. The research gave 3 questions from 32 students. The questionnaire is given through Google form then gives through the link that sends by WA. The purpose of the research has to gives the questionnaire to students to

analyze that in factors of students' anxiety and students' strategies to reduce anxiety. The research was grouped through questionnaire result. The research did that thing to make easier data research.

Close-ended questionnaire was found about the general student English learning experience, especially experience related to the anxiety of learning English and the way students reduce the anxiety of speaking English. The closed questionnaire was used to ask questions respondents to answer questions related to anxiety factors and reduce student anxiety by going through the Google form. To, make it easier for the research to find data. Because, the virus outbreak factor that did not allow researching schools. The research gave 8 questions from 32 students and the students tick the questions according to what they felt when advancing in front of the class on speaking performance. The research gives questionnaire to 32 students. The questionnaire is given through Google form then gives through the link that sends by WA. The research gives a questionnaire so can analyze based on the level of anxiety.

#### **G. Technique of Analyzing Data**

Miles and Huberman (1994: 12) suggest that qualitative data analysis consists of three procedures; data reduction, data display, and conclusion drawing/verification. The researcher applied this technique in the data analysis with the description as below:

##### **a. Data Reduction**

Data reduction means the process of selecting, focusing, simplifying, abstracting, identifying, and transforming the data appear in



written-up transcripts interview and questionnaire result. In conducting research, the research gets much data. The research must select data that give valuable information in research. Thus, the research has to do a reduction to analyze the data. Based on the concept of data reduction, reducing the data in this research is chosen by identifying the students anxiety started from the symptom, the feeling when perform, the factor causing anxiety, and the solution that are used to solve the anxiety.

The first step in reduction of the data is identifying the data acquired interview transcripts and questionnaire result. The second is selecting the data that is focusing on needed data. The last is making summary of the data. Reduction data is carried out continuously until the research ends.

The research takes the data about the students' anxiety in speaking English, the factors causing anxiety, and the strategies that the students use to overcome the anxiety in speaking English. The research loses that is not connected. Such as from interview result the research found students who answer not suitable like research asking speaking in class student said there were difficulties. The student answered yes difficult. Statement difficult not connected because my lost task is more focused on anxiety not a difficulty. The research has found in the questionnaire some students who answered not connecting. Example: research asking there is anxiety in the class. The students answered nothing so it must lose because the research focused on anxiety.

#### b. Data Display

Data display means the process of simplify the data in the form of a paragraph and table. Data display refers to show data that have been reduced in the form of patterns. It helps the research in understanding the data. In displaying data, the research describes data that has been reduced into paragraph and table form.

The research has also displayed some data in paragraph and table. It means that the data is drawn and explained in the form of paragraphs, and table. The research displays the data and describes it. After describing the data, the researcher makes analysis about the data. The research has presented the data from the factor causing anxiety in speaking English and the strategies that the students use to overcome the students anxiety in speaking English.

#### c. Drawing Conclusion

The research is drawing conclusion and verifying about the research based on interview and questionnaire to used open-ended questionnaire result and. It means that drawing conclusion and verifying are drawing confirmation and describing the final result. Basically, drawing conclusion and verification need re-checking, data validating to strengthen the conclusion, and more trustworthy. Then, the research with drew a relation between the data and the theories. Make conclusion presentation data by concluding anxiety factors and strategies to reduce anxiety. From data display which presentation through questionnaire result

and paragraph. So, the research could find student had anxiety because of anxiety factor and students who reduce anxiety.

## H. Data Coding

To make classification of data analysis, the research will gave codes to each data. The codes which are used in data coding are as follows:

1. The numeral 1,2,3... are used for datum number. For example, 1 for the datum number 1, etc.
2. The code based on students. S1, S2 etc for symbol name students
3. The code based on the factors of students anxiety, these are:

Personal and Interpersonal Anxieties : SA.PIA

Learners' Belief about Language Learning : SA.LBLL

Instructor Beliefs about Language Teaching : SA.IBLT

Instructor-Learners Interaction : SA.ILI

Classroom Procedures : SA.CP

Language Testing : SA.LT

4. Other codes given based on the students' strategies to reduce anxiety, these are:

Preparation : SS.P

Relaxation : SS.R

Positive Thinking : SS.PT

Peer Seeking : SS.PS

Resignation : SS.RE

Those are can put together in the sentence. For example, the data coding for data analysis and the way to read it is written 1/S1/ SA.LBLL/

SS.R means that the first data is from S1 and factors student anxiety in the Learners' Belief about Language and Student strategy by relaxation. By giving a code to each data, the data become easier to classified and analyze

## **I. Data Trustworthiness**

Credibility According to Holloway & Wheeler (2002: 276)

Credibility was a measure of the truth of the data collected, which described the suitability of the researcher concept with the result of the study. It means, credibility or truth value involved how the researcher has established confidence in the findings based on the research design, participants (research subject), and context (interview and questionnaire). This research has used triangulation to know the credibility of the data. The triangulation was checked the data from various sources in various ways. The research cross-checked data from two different sources namely teacher and students, triangulation of techniques where the research compared the data from interviews and questionnaires. Triangulation "involves the use of multiple and different methods, investigators, sources, and theories to obtain corroborating evidence" (Onwuegbuzie & Leech, 2007, p. 239). Triangulation helps the investigator to reduce and it cross examines the integrity of participants' responses. There are three major triangulation techniques. The: first is investigator triangulation that uses multiple researchers to investigate the same problem, which brings different perceptions of the inquiry and helps to strengthen the integrity of the findings. The second is data triangulation/informants triangulation that uses different sources of data or research instruments, such as interviews, focus

group discussion or participant observation, or that utilizes different informants to enhance the quality of the data from different source. The third is methodological triangulation that uses different research methods (Denzin & Lincoln, 2005; Lincoln & Guba, 1985; Patton, 2002; Phillimore & Goodson, 2004). In this study, the research has applied data triangulation. To reach the validation of the data, the research verifies the data from the interview. The aim was to the trustworthiness of the data. The sources were gotten from the interview transcript conducted with the English Teacher of 8A class and students. The research evaluated the data which were collected by interview. The research has used the data from the interview. Meanwhile, the research checks the theories which are related to the factors of students' anxiety and students' reduce anxiety on speaking performance.

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). The research used Do Theoretical/Purposive Sampling. Purposive sampling is the technique mainly used in naturalistic inquiry studies, and is defined “as selecting units (e.g., individuals, groups of individuals).based on specific purposes associated with answering a research study's questions” (Teddlie & Yu, 2007, p. 77). It helps the researcher focus on key informants, who are particularly knowledgeable of the issues under investigation (Schutt, 2006). The research has look for information related to factors of students' anxiety and reduce anxiety by interview 8 students from 32 students. The research gave 5 questions via call WA which were answered

according to what the students felt when advancing in front of the class using speaking English.

According to Bitsch (2005), dependability refers to “the stability of findings over time” (p. 86). Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2011; Tobin & Begley, 2004). The research used An Audit Trail. An audit trail involves an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded and analyzed (Bowen, 2009; Li, 2004). In order for an auditor to conduct a thorough audit trial the following documents should be kept for crosschecking the inquiry process: raw data, interview and observation notes, documents and records collected from the field, test scores and others (Guba & Lincoln, 1982). The results of the interview and questionnaire were collected, recorded, and analyzed to validate the data

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). Confirmability is “concerned with establishing that data and interpretations of the findings are not figments of the inquirer’s imagination, but are clearly derived from the data” (Tobin & Begley, 2004, p. 392). The research used Reflexive Journal or Practice. Confirmability also can be established using a reflexive journal (Koch, 2006; Wallendorf & Belk, 1989). Wallendorf and Belk (1989) described a reflexive journal as “reflexive

documents kept by the researcher in order to reflect on, tentatively interpret, and plan data collection” (para. 77). The research has analyzed the data based on an interview and questionnaire using an Ohata journal and a Kondo Ling journal to make it easier to plan data collection.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

The researcher got the data and information about factors of students' anxiety and students' strategies to reduce anxiety on the speaking performance at the eighth grade of MTS Negeri 5 Karanganyar. The researcher has collected data from interviews and questionnaires. The participants were 32 students. The findings are explained and furnished with data supporting. This study present detailed finding from the study and discussion as follows:

#### A. Research Findings

##### 1. The factors of students' anxiety on the speaking performance

This part of the study focus on what factors contribute to student anxiety in speaking performance. In an Impossible Situation, the made research has took data through Google form and link send to WA and data result made on the table on questionnaire result. So, the research has found factors of students' anxiety and students' strategies to reduce anxiety on the speaking performance.

Questionnaires and interviews with students are conducted to get data on factors that contribute to students' anxiety in speaking performance. The research has found that more than half of the students in the open-ended questionnaire result. Based on the interview results and questionnaires:

##### a. Personal and interpersonal anxieties

Personal and interpersonal anxieties concerns also became one of the student anxieties. The research has discovered that most have



personal anxiety due to student unpreparedness with the material for the presentation in front of the class.

Based on the questionnaire, 19 students from 32 students answered that they lost confidence when speaking in front of others.

The following are some answers from the students' questionnaires:

S8 : *"Saya cemas karena kurang percaya diri dan malu dengan orang banyak."*

S12 : *"Saya cemas karena merasa takut salah saat maju didepan kelas dan harus berbicara Bahasa Inggris dan saya tidak percaya diri."*

The first questionnaire is from S8. She felt anxious when she had to come forward in front of the class that made her feel insecure because she was ashamed of the crowd, especially by her teacher and her friends. The second questionnaire is from S12. She felt anxious because she was moving up in front of the class and became even more anxious when she had to speak English that made her not confident to go ahead in class.

The questionnaire data is also supported by interview data. There are 8 out of 8 children who said the same thing about students who are insecure and afraid of being seen by their classmates. The following are examples of responses from 2 students:

Table 4.1 Evidence about Personal and Interpersonal Anxieties

Q: Kesulitan apa yang kamu alami dalam berbicara di depan kelas?	
Name	Interview Response
S2	"Saya merasa malu pada saat maju didepan kelas karena takut dilihat teman-teman." (Appendix 6_IS2)
S5	"Saya berbicara Bahasa Inggris dengan gugup karena kurang percaya diri dan takut dengan teman-teman."

(Appendix 6_IS5)
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The first student interviewed was S2. She felt embarrassed when she came forward in front of the class for fear of seeing of her friends. The second student interviewed was S5. She was worried when she has to perform to in front of her classmates. She said that she had a bad experience when she spoke in front of the class. She felt nervous because the speak English with the crowd made her even more worried.

b. Learners' belief about language learning

Learner belief about language learning means a situation when students believe that they must speak perfectly in a foreign language. This is contributes to the tension and frustration of the students in the class.

Based on the questionnaire, 3 students from 32 students answered that they did not understand much English and had not memorized a lot of vocabulary. The following are some answers from the students' questionnaires:

S13 : *"Iya, saya kurang faham dengan Bahasa Inggris, belum bisa Berbahasa Inggris, grogi, dan belum banyak hafalan kosakata."*

S4 : *"Saya malu maju didepan kelas karena saya harus memiliki percaya diri dalam berbicara Bahasa Inggris."*

The first questionnaire is from S13. She was worried because he did not understand English, could not speak English even was nervous and did not memorize many vocabularies. The second questionnaire is from S4. She was anxious because she was

embarrassed to come up in front of the class because she had to be confident when speaking English.

The questionnaire data is also supported by the interview data. There are 7 out of 8 children who said that they experienced anxiety because it was still difficult to speak English and memorizing less vocabulary. The following are examples of responses from 2 students:

Table 4.2 Evidence about Learners' Belief about Language Learning

Q: Kesulitan apa yang kamu alami dalam berbicara di didepan kelas?	
Name	Interview Response
S2	“Saya merasa cemas pada saat sebelum maju di depan kelas karena belum banyak hafalan kosakata” (Appendix 6_IS2)
S5	“Saya berbicara didepan kelas cemas karena belum bisa Bahasa Inggris dan saya masih sulit dalam pengucapan Bahasa Inggris secara benar” (Appendix 6_IS5)

The first student interviewed was S2. She felt anxious at the time before advancing in the classroom because the English vocabulary is not much. The second student interviewed was S5. He spoke in a class worried because he could not speak English and was still having difficulty in properly pronouncing English.

c. Instructor beliefs about language teaching

The instructors' beliefs about language teaching can also be a source of creating language anxiety among learners. The teacher's assumption about the role of the language teacher may not always fit

the students' needs or expectations of the teacher. As good teachers, they must evaluate their teaching styles to create a comfortable class to alleviate student anxiety.

Based on the questionnaire, 2 students from 32 students answered that they did not master grammar and orally in English comprehension. The following are some answers from the students' questionnaire:

S15 : *“Saya cemas setelah maju didepan kelas karena tiba-tiba bu guru menunjuk saya untuk memperbaiki kesalahan grammar.”*

S26 : *“Saya cemas saat bu guru menunjuk saya untuk menjawab pertanyaan dengan Bahasa Inggris setelah saya maju didepan kelas.”*

The first questionnaire is from S15. He worried when the teacher pointed to fix a grammatical error all of a sudden. The second questionnaire is from S26. He felt anxious when the teacher pointed to answer the question in English after progressing to the class.

The questionnaire data is also supported by interview data. There are 2 out of 8 children who said that they experienced anxiety because must answer question from teacher with using grammar well. The following are examples of responses from 2 students:

Table 4.3 Evidence about Instructor Beliefs' about Language Teaching

Q: Kesulitan apa yang kamu alami dalam berbicara di depan kelas?	
Name	Interview Response
S2	“Saya cemas saat disuruh bu guru maju didepan

	kelas untuk berbicara Bahasa Inggris diharuskan bisa dalam grammar.” (Appendix 6_IS2)
S3	“Saya cemas saat bu guru harus menunjuk saya untuk menjawab pertanyaan dengan menggunakan grammar yang benar setelah saya maju didepan kelas.” (Appendix 6_IS3)

The first student interviewed was S2. She was worried because she was asked by the teacher to come forward in the classroom to speak English and should be able to grammar. The second student interviewed was S3. She was worried when the teacher had to show her answer to the right grammar challenge after appearing before the class.

d. Interaction between student and teacher

There is an interaction of learning and the environmental components. In which students grow and negative and positive experiences have a powerful in fact on the success of language learning. The interaction process between the teacher and student is considered to be a contributing factor anxiety for the students.

Based on the questionnaire, 6 students from 32 students answered that they were concerned about interactions with the teacher. The following are some answers from the students' questionnaire:

- S3 : *“Saya cemas karena harus interaksi dengan bu guru menggunakan Bahasa Inggris secara benar.”*
- S17 : *“Saya cemas ketika harus interaksi saya dengan bu guru karena saya kurang akrab.”*

The first questionnaire is from S3. He was worried because he had to interact properly with the teacher in English. The second questionnaire is from S17. He was worried because the students did not get along with the teacher.

The questionnaire data is also supported by the interview data. There are 5 out of 8 children who said that they experience anxiety in class because they were less intimate and seen by many people. The following are examples of responses from 2 students:

Table 4.4 Evidence about Instructor-Learner Interaction

Q: Kesulitan apa yang kamu alami dalam berbicara di depan kelas?	
Name	Interview Response
S1	“Saya cemas karena interaksi saya dengan bu guru harus dengan berbicara menggunakan Bahasa Inggris karena kurang akrab (Appendix 6_IS1)
S4	“Saya cemas pada saat berbicara Bahasa Inggris didepan banyak orang terutama bu guru” (Appendix 6_IS4)

The first student interviewed was S1. He was worried because of the interactions with the teacher which require him to speak English. The second student interviewed was S4. She was anxious when she spoke English in front of the teacher’s most distinguished person.

e. Classroom procedures

Many learners feel that some error correction is necessary. How to correct a mistake is often said to trigger anxiety. That show

students more care about how their mistake correct than that error correction must registered in the classroom.

Based on the questionnaire, 1 student from 32 students answered that they were concerned that classroom procedures should be corrected by duty. Here the answer of the student:

S11 : “Saya cemas setelah maju didepan kelas saya melakukan kesalahan grammar tiba-tiba bu guru memperbaiki kesalahan grammar saya.”

The first questionnaire is from S11. He was anxious when does grammar error, then teacher corrected grammar mistakes.

f. Language testing

Language testing is one of the factors that contribute to hold examination for students. It will lead to other psychological pressures, such as fear of losing your self-confidence or an inferiority feeling toward others. Also, sometimes students feel pressured to think that they should organize their ideas in a short time while bringing grammatical errors at the same time.

Based on the questionnaire, 1 student from 32 students answered that they are anxious because of the sudden test in English. Here the answer of the student:

S29 : “Saya cemas ketika harus dites Bahasa Inggris oleh bu guru secara tiba-tiba.”

The first questionnaire is from S29. He was worried when he had to test in English suddenly by the teacher because he did not have well preparation.

## 2. The students' strategies to reduce anxiety on the speaking performance

In this section, the study will focus on what students do to reduce their anxiety in speaking. The research would do interviews and questionnaires, to find students' strategies to reduce their anxiety in speaking. Students reported many ways for reducing their anxiety. In reducing and classifying data, the research will explain the strategy for five reasons. Based on, the result of the interviews and questionnaires several strategies to reduce anxiety in speaking performance. This is the following scenario:

### a. Preparation

Material preparation is the action used by students to prepare what they want to say in their presentation. Based on questionnaires and interviews half the students are ready to reduce their anxiety in speaking performance.

Based on the questionnaire, 3 students from 32 students answered that they were ready to memorize the material before going ahead of the class. The following are some answers from the students' questionnaire:

S9 : "Saya sebelum maju sudah menghafal materi Bahasa Inggris."

S11 : "Sebelum maju saya mempersiapkan materi Bahasa Inggris."

The first questionnaire is from S9. He reduced by anxiety by practicing memorizing English regularly and repeated in order to memorize material easily. The second questionnaire is from S11. He always feels anxiety when speaking in front of many people. He reduce anxiety with prepare English material.



## b. Relaxation

In relaxation, the research has discovered some strategies that students use to calm their minds such as taking a deep breath, relaxing, and closing their eyes. The research has found relaxes in questionnaire and interviews.

Based on the questionnaire, 17 students from 32 students answered that they calmed their minds before appearing to alleviate their anxiety. The following are some answers from the students' questionnaire:

- S1 : "Saya mulai melatih diri untuk santai."  
 S13 : "Saya tarik napas sejenak untuk mengurangi kecemasan."

The first questionnaire is from S1. He tried to reduce anxiety when he forward in front of the class by starting to practice him relax inhale and exhale slowly. The second questionnaire is from S13. He relieves anxiety by taking deep breaths to calm inhalations and exhaling slowly to easily forget anything that could be uncomfortable.

The questionnaire data is also supported by the interview data. There are 2 out of 8 children who said that they released their mind and bodies to ease their anxiety. They calmed themselves with their minds and bodies to make more comfortable before they progress. The following are examples of responses from 2 students:

- "Saya tarik nafas dan tidak memandang teman-teman untuk mengurangi kecemasan." (Interview in Appendix 6/IS3)  
 "Saya mengurangi kecemasan dengan cara tarik napas, buang napas, terus tersenyum agar merasa nyaman maka itu bisa melupakan segala sesuatu yang dapat membuat tidak nyaman." (Interview in Appendix 6/IS8)

The first student interviewed was S3. She reduces anxiety when advancing in front of the class by taking a deep breath. The second student interviewed was S8. He reduced anxiety with inhale, exhale, constantly, smile so that he felt comfort and forget everything that made him feel uncomfortable.

c. Positive thinking

Positive thinking is one way to reduce anxiety in a performance of speaking. Based on the questionnaire, 4 students from 32 students answered that they choose to be think positively to reduce their anxiety. They said that everything is going to be okay. The following are some answers from the students' questionnaire:

S4 : “Saya berfikir positif untuk mengurangi kecemasan.”

S16 : “Saya sebelum maju berfikir positif.”

The first questionnaire is from S4. He tries to have positive thinking, make sure he can speak in front of the class. He never thinks bad and negative. The second questionnaire is from S16. He thinks positively to reduce anxiety maintain a positive attitude make an effort to replace negative thoughts with positive ones by make sure himself can speak in front of the class well.

Based on the questionnaire, the students said that positive thinking is the best way to learn something because everything to learn something because everything is going to be okay. Positive thinking is a major technique for reducing anxiety.

The questionnaire data is also supported by the interview. There are 5 out of 8 children who said that they thought positively to reduce anxiety in front of the class. The following are examples of responses from 2 students:

“Saya mengurangi kecemasan dengan berusaha mengganti pikiran negatif dengan pikiran positif lalu mencoba lagi dan pantang menyerah agar bisa berfikir positif. (Interview in Appendix 6/IS1)

“Saya mengurangi kecemasan dengan cara berfikir positif untuk mengurangi fikiran negative dengan berusaha untuk tenang dan menganggap didepannya adalah patung agar saya bisa maju berbicara Bahasa Inggris didepan kelas dengan lancar.” (Interview in Appendix 6/IS5)

The first interview is from S1. He reduced anxiety by change negative thinking with positive thinking and never give-up in order to positive thinking.

The second interview is from S5. He reduced anxiety by positive thinking to lose negative thinking by trying to calm and suppose all people in front of him are statues so he can speak English in front of the class fluent.

d. Peer seeking

Making friends can be one of the strategies for reducing anxiety. In the questionnaire, one student did not answer that he was looking for a colleague from their friend. Peer seeking can be one strategy to reduce anxiety. In the questionnaire, a student did not answer that he was looking for a colleague from their friend.

e. Resignation

Resignation is also a technique used by students to reduce their anxiety. Based on the questionnaire, 7 students from 32 students select resignation as a technique for reducing anxiety. The following are some answers from the students' questionnaire:

S23 : “Saya duduk sejenak untuk mengurangi kecemasan saat maju didepan kelas.”

S32 : “Saya mengurangi kecemasan dengan cara duduk sejenak.”

The first questionnaire is from S23. He sat down for a moment to reduce anxiety when come forward in front of the class. The second questionnaire is from S32. She tried to calm down herself and try again, prepare again to come in front of the class.

The questionnaire data is also supported by the interview data. There are 1 out of 8 children who said that the moment to reducing the anxiety of the interview, the one interviewed answered that a short respite from the anxiety. Here the answer of the student:

"Saya mengurangi kecemasan dengan cara pada saat maju didepan kelas saya menenangkan diri terlebih dahulu dengan duduk sejenak setelah itu saya berani untuk maju didepan kelas.” (Interview in Appendix 6/IS2)

The first interview is from S2. She reduced anxiety with siting a moment in front of the class in order to make her relax this method very effective for her.

## B. Discussion

These findings of this study, the research has discussed some theories about speech anxiety. The research has observed and study in many dimensions for data. The research discuss with another relevant reference.

### 1. The factors of students' anxiety on speaking performance

Based on the theory of Ohata (2005: 133) there are five factors of anxiety such as personal and interpersonal anxieties, learners' belief about

language learning, instructor belief about language teaching, classroom procedures, and language testing.

Based on the findings of this research, the research has found that most of the Eighth Grade of MTS Negeri 5 Karanganyar was concerned when speaking performance. There are several causes that make students feel anxious when talking in front of the class. From the result of the questionnaire and interview most of the students felt anxious.

The research has found that a factor contributing to anxiety in speaking performance is learners' belief about language learning. In this factor, many factors come from students' about English learning. Some of them are concerned about faulty grammar, pronunciation, and fluency.

The second factor that causes anxiety is personal and interpersonal anxieties. Personal and interpersonal anxieties come from within and factors with other students affecting the students personal effects. The anxious eighth grade made a conscious effort to speak the correct English Language, trying hard to avoid errors and finding the most correct words. As a result they considered speaking the second language to be exhausting and at the same time a very stress experience. The research has found that most hard personal anxiety caused by unready student with the material for the presentation in front of the class. Meanwhile, interpersonal causes then to lose confidence when speaking in front of the other students.

Moreover, from six factors that proposed by Ohata (2005: 133), most of the anxiety factors that usually do by students' anxiety on speaking performance at the eighth grade of MTS Negeri 5 Karanganyar

are personal and interpersonal (19 students) learners' belief about language learning (3 students) Instructor beliefs about language teaching (2 students) Instructor-learners interaction (6 students) classroom procedures (1 student) and language testing (1 student). Based on the theory of Ohata (2005: 133), there were six factors that suitable with the theory such as personal and interpersonal anxieties, learners' belief about language learning, instructor belief about language teaching, instructor-learners interaction, classroom procedures, and language testing.

## 2. The students' strategies to reduce anxiety on the speaking performance

In order to speak very well, students must reduce anxiety having strategies to lose their anxiety. Based on the theory of Kondo and Ling (2004: 262) there are five strategies to reducing anxiety, they are preparation, relaxation, positive thinking, peer seeking, and resignation.

### 1. Preparation

Based on the questionnaire, most of the students use preparation to reduce their anxiety. They have preparation before speaking in front of the class. There are 3 students from 32 students who are prepared to cut back their anxiety.

Based on the questionnaires they said that preparing material and studying it can reduce their anxiety when they appear in front of the class. They are assumed to adopt strategies that are considered most effective. If they did not prepare the material before performing in front of the class, they cannot speak well and afraid something bad would happen.

## 2. Relaxation

Based on the questionnaire, there are 17 students from 32 students using relaxation to reduce their anxiety. Take a deep breath, calm down breath is a strategy used by most students to make them relax, and calm in reducing anxiety during the appearance of speaking. Using strategy students can control their feelings of fear, and when students are in that relaxed state will help them to explore their performance.

## 3. Positive Thinking

Positive thinking is a way of thinking process that uses positive motivation for students so that everything will be okay. The research has found that 4 students out of 32 use positive thinking as the strategy to reduce their anxiety. Most students combine positive thinking with strategy relaxation, which means if students feel comfortable facing something.

These strategies are intended to divert attention from stress situations to pleasant positive gesture and bring relief to restless students'. This helps students to motivate themselves to do better and not to worry about making mistakes.

## 4. Peer Seeking

The research has found student who using a peer seek to alleviate anxiety. In this study, the student taught out other associates who could help him prepare material this student can find a suitable study partner to talk with the support group with others who have had the same

experience. This strategy creates a good situation especially if students can share their experienced and strategies with their study partners.

## 5. Resignation

The research has found that 7 students from 32 students chosen resignation. In the questionnaire, one student chooses resignation as his technique to reduce his anxiety. He said that *“Saya tidak melakukan apa-apa, biasanya saya merasa cemas ketika saya masih duduk tetapi, setelah di depan kelas kecemasan akan hilang.”* Resignation which mean for her it is nothing to reduce anxiety before came in front of the class. This may be because accepting reality is one of many ways to reduce stress and nervousness. Resignation seems to be one of the most viable strategies. However, resignation offers only a temporary quick solution.

In addition, from five strategies proposed by Kondo (2004: 262), most of the strategies for overcoming anxiety usually performed by from five strategies by Kondo (2004: 26), it is found that most of the strategies performed by students to overcome anxiety are preparation (3 students) relaxation (17 students) positive thinking (4 students) peer seeking and resignation (7 students). Some students occasionally combine one of the strategies coping with anxiety with one more strategies.

From the result of questionnaire, the research has found students had many anxieties because speaking in front of the class and strategies used by students to reduce anxiety. The research findings showed that there are various factors of



students' anxiety including personal and interpersonal anxieties (59%), interaction between student and teacher (18%), Learners' belief about language learning (93%), and instructor beliefs about language teaching (62%). They are relaxation (53%), resignation (21%), positive thinking (12%), and preparation (93%). Meanwhile, the most dominant strategies used by students to reduce is relaxation. Meanwhile, the students should remain keep their strategies to reduce speaking anxiety and have more practices for their speaking performance. The research has found many students had anxiety there were 19 students from 32 students had problem on personal and interpersonal anxieties. These occurred because personal worry became one of the student anxieties. The research has found many students had personal anxiety caused by unprepared student to presentation of material in front of the class and came in front of the class. Then, the research has found students reduce anxiety with relaxation there were 17 students from 32 students because they calmed their minds before appearing to alleviate their anxiety, such as: taking a deep breath, relaxing, and smile so that felt comfort and forget everything that made feel uncomfortable.

In conclusion, anxiety happened students because personal anxiety due to student unpreparedness with the material for the presentation in front of the class and lost confidence when speaking in front of others. The research has found the ways that students done to reduce anxiety by doing relaxation started to calm down thinking is taking a deep breath, relaxing, and smile so that felt comfort and forget everything that made feel uncomfortable. Those as students' ways to reduce anxiety that caused personal and interpersonal anxieties.

The result of interview, the research has found students had anxieties because factor caused by when speaking in front of the class and strategies that used by students to reduce anxiety. The research has found anxieties that caused by personal and interpersonal anxieties there were 8 students from 8 students. That happened because students not confident and afraid seen by classmates made that anxiety appeared. Then, the research has found 5 students from 8 students who reduce anxiety with change negative thinking with positive thinking and never give-up in order to positive thinking and reduced anxiety by positive thinking to lose negative thinking by trying to calm and suppose all people in front of him are statues so he can speak English in front of the class fluent.

In conclusion, students anxiety many happened because personal and interpersonal factor anxieties made students had personal anxiety caused unprepared to material presentation in front of the class and students not confident when came to class. So, students did strategic to reduce anxiety with change negative thinking with positive thinking and never give-up in order to positive thinking and reduced anxiety by positive thinking to lose negative thinking by trying to calm and suppose all people in front of him are statues so he can speak English in front of the class fluent.

In conclusion, students who had anxiety because personal and interpersonal anxieties not prepare to material presentation in the class and not confident when came in the class. But, from result questionnaire and interview students used different ways to reduce anxiety. From result questionnaire students reduce anxiety with relaxation but from result interview students reduce anxiety with positive thinking.

The differences between this previous study and this research are first is research previous study with title “A Study of Students’ Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta (Rumini Yuliana, 2017)”. Previous study and the research use journal Ohata (2005: 133). Previous study has used 4 factors students anxiety. Meanwhile, in this research has used 6 factors students anxiety. The result questionnaire in previous study that many anxiety because lack of preparation found there were 20 students from 32 students because of unprepared material and lack of vocabulary. But, the research has found anxieties that caused by personal and interpersonal anxieties there were 19 students from 32 students that happened because that they lost confidence when speaking in front of others.

In conclusion, different on factor anxiety students in previous study that students many anxiety because lack of preparation that caused not prepared material and lack vocabulary made them afraid to make mistake. But, if my research because personal and interpersonal anxieties that happened because personal anxieties become one of the anxiety students. But, have similarity use journal Kondo ling (2004: 262). But, differences in previous study use four factors while my research used six factors students’ anxiety.

The result questionnaire use journal Kondo ling (2004: 262). The previous study has found students many use preparation there were 15 students from 34 students with preparation material before perform to reduce their anxiety. But, the research has found students reduce anxiety with relaxation there were 17 students from 32 students with reduces anxiety when advancing in front of the class by taking a deep breath and reduced anxiety with inhale, exhale, constantly, and

smile so that felt comfort and forget everything that made feel uncomfortable. In Conclusion, there is differences if in previous study use preparation with prepare material before perform to reduce their anxiety. But, the research students reduce anxiety with relaxation with taking a deep breath and calm down. But, have similarity use journal Kondo ling (2004: 262).

The second previous study is “Students’ Anxiety in Speaking English Class at the Eleventh Grade of MAN 4 Bantul in the Academic Year of 2017/2018”. The result questionnaire in previous study and research has used journal Ohata (2005: 133). Previous study has found there were 4 factors students anxiety. But, the research has found there were 6 factors students anxiety. In previous study there many students had anxiety there were 9 students from 33 students had lack of preparation. That happened because English material not ready made then afraid to make mistake. But, the research has found there were 19 students from 32 students had anxiety because personal and interpersonal factor that caused personal anxieties become one of anxiety student. The research has found many students had personal anxiety because of not ready student to material presentation in front of the class and students anxiety because not confident when came in the class.

In conclusion, in previous study lack of preparation became one of caused anxiety students happen because not ready material made then worried to make mistake. But, in my result questionnaire students’ anxiety because personal and interpersonal anxieties that caused personal and worry become one of student anxiety. The research has found many students had personal anxiety caused by unprepared student to presentation of material in front of the class and came in

front of the class. In previous study and research have similarity use journal Ohata (2005: 133).

The result questionnaire use journal Kondo ling (2004: 262) in previous study and the research. Previous study has found students tried to reduce anxiety with preparation there were 6 students from 32 students with preparation student prepare English class with write material and memorizing material. Then, the research has found many students reduce anxiety with relaxation there were 17 students from 32 students use relaxation with calm down, inhale deeply, and relax those are very effective to reduce anxiety. In conclusion, previous study and research are differences in finding students reduce anxiety because use preparation while research use relaxation. In previous study and research have similarity use journal Kondo ling (2004: 262).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result in chapter four, the research can conclude that students' anxiety on speaking performance at the eighth grade of MTS Negeri 5 Karanganyar that students' experience anxiety when speaking in front of the class. The research has found some factor which caused student anxiety when speaking performance. Those are personal and interpersonal anxieties, learners' belief about language learning, instructor beliefs about language testing, instructor-learners interaction, classroom procedures, and language testing.

The result questionnaire from 6 factors, one students experienced many anxiety because personal and interpersonal anxiety showed 19 of 32 students (59%) many problem on personal and interpersonal anxieties. The research has found many students reduce anxiety with relaxation there were 17 of 32 students (53%). The result of data interview showed 8 of 8 students (100%) many problem on personal and interpersonal anxieties. The research has found many students reduce anxiety with positive thinking there were 5 of 8 students (62%). From result of the above research, it can be concluded that students many problem on personal and interpersonal anxieties because personal worry became one of the student anxieties and students reduce anxiety with relaxation and positive thinking and level of anxiety included medium, there

were 17 students from 32 students (53%) with lack of confidence in speaking English.

The research has found some strategies that were used by students in reducing anxiety in speaking performance. Those are preparation, relaxation, positive thinking, peer seeking, and resignation. The strategy most used by students in eighth grade to reduce their anxiety in speaking by using relaxation and positive thinking.

## B. Suggestions

From the findings presented in chapter four, there some suggestions that can be taken as a consideration in teaching and learning process especially in learning a foreign language, as follows:

### 1. For Teacher

Depending on the factors these are provoked, there are many different ways to deal with inhibitions related to speaking in a foreign language. The teacher should recognize that anxiety is one of the reasons of students' difficulties in teaching and learning process especially when they learn a foreign language in a speaking activity. The teacher should plan classes carefully and analyze students' behavior during the lesson. The teacher should plan the material well, for example when speaking in front of the class the teacher gives themes spontaneously to the students. So, the students try to study hard and make a good idea about the themes. The teacher also could build a friendly situation in a class and create a relaxing situation for the students to make a good interaction among the

member of the class with motivation from the teacher also needed to make students more active and brave also confident to learn the material.

## 2. For Students

In learning to speak, the students are expected not to feel anxious when speaking English in the classroom. Students should prepare before doing the presentation or speaking performance. They must pay attention to anxiety when speaking English. In the teaching-learning process, when the teacher gives themes spontaneously about the material, the students should try to study hard and make a good idea about the themes that would be learned. So, make students can speak easily in front of the class because they had more ideas to speak. They also must be confident and do not need to fear making mistakes when speaking English. To reduce the anxiety, the students should learn more and use some strategies to reduce their anxiety in speaking performance.

## 3. For Other Researchers

Other research who are interested in conducting a similar study. This research can be used as a reference for them to support the study. The researcher hopes next the researcher can do research better and can follow up with this research.



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# APPENDIX 1

**DAFTAR HADIR UPACARA SISWA**  
**MADRASAH TSANAWIYAH NEGERI 5 KARANGANYAR**  
**TAHUN PELAJARAN 2018 / 2019**

**Kelas : VIII A**

**Bulan : September 2018**

NO	NAMA	TANDA TANGAN					KET
		Senin 3-09-18	Senin 10-9-18	Senin 17-9-18	Senin 24-8-18		
1.	Adianto Agung Nugroho						
2.	Agung Mulyono						
3.	Anggara Dias Lesmana						
4.	Arahman Sholeh						
5.	Arif Nugroho						
6.	Ariska Dwi Septiani						
7.	Dea Pratama						
8.	Dela Ananda Vitriani						
9.	Fadhilah Damai Nurtashdiq						
10.	Diky Mariyadi						
11.	Edo Angga Saputra						

<b>12.</b>	Elsa Iriyani Retnoningsih						
<b>13.</b>	Dinda Lestari						
<b>14.</b>	Faisal Agung Nugroho						
<b>15.</b>	Faizal Fadli						
<b>16.</b>	Hendra Permana						
<b>17.</b>	Irfan Tri Ferdiansyah						
<b>18.</b>	Lathifah Khoirunn Nisa						
<b>19.</b>	Marfin Dwi Purwanto						
<b>20.</b>	Muhamad Nur Wahyuda						
<b>21.</b>	Muhamad Taufik Dina Pratama						
<b>22.</b>	Nabila Dinda Al Mufarridun						
<b>23.</b>	Nugroho Faldy Khoirudin						
<b>24.</b>	Oksin Setiawan						
<b>25.</b>	Oktavia Nugraheni						
<b>26.</b>	Primus Tofa						
<b>27.</b>	Reno Hidayat						



<b>28.</b>	Ridwan Ar Roqib						
<b>29.</b>	Riski Aditya Saputra						
<b>30.</b>	Rofvlin Vardan Ardiansyah						
<b>31.</b>	Zaky Alif Fakhrudin						
<b>32.</b>	Aulia Afdillah						

Mengetahui

Karangmojo, 03 September 2018

Kepala,

Wali Kelas

Drs. Sutoyo, MPd

Sunaryati, S.Pd

NIP. 196508081993031004

NIP -

# APPENDIX 2

## Syllabus

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<p>3.9.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya</p> <p>3.9.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang sesuai dengan konteks penggunaannya</p> <p>3.9.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya</p> <p>3.9.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya</p>
<p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan</p>	<p>4.9.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>

<p>sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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# APPENDIX 3

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

**Satuan Pendidikan** : MTsN 05 Karanganyar

**Mata Pelajaran** : Bahasa Inggris

**Materi Pokok** : Bigger is not always better!

**Kelas /Semester** : VIII /II

**Tahun Pelajaran** : 2019/2020

**Alokasi Waktu** : 12 JP (6 Pertemuan)

#### **A. Kompetensi Inti**

- KI 1** : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2** : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3** : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4** : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

**A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>4.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<p>4.9.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya</p> <p>4.9.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang sesuai dengan konteks penggunaannya</p> <p>4.9.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya</p> <p>4.9.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya</p>
<p>5.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>	<p>5.9.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan</p>

memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
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## B. Tujuan Pembelajaran

### 1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most
- Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang sesuai dengan konteks penggunaannya
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang sesuai dengan konteks penggunaannya
- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, dengan memperhatikan



fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

## **2. Pertemuan Kedua**

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most
- Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya sesuai dengan konteks penggunaannya
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya sesuai dengan konteks penggunaannya
- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **3. Pertemuan Ketiga**

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most
- Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya
- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### **4. Pertemuan Keempat**

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most

- Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya sesuai dengan konteks penggunaannya
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya sesuai dengan konteks penggunaannya
- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

## 5. Pertemuan Kelima

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most
- Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya

- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

## 6. Pertemuan Keenam

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya
- Mengidentifikasi unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most
- Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang di kelas, sekolah, rumah dan sekitarnya sesuai dengan konteks penggunaannya
- Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang di kelas, sekolah, rumah dan sekitarnya sesuai dengan konteks penggunaannya
- Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang di kelas, sekolah, rumah dan sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **Fokus nilai-nilai sikap**

- ✦ Peduli
- ✦ Jujur berkarya
- ✦ Tanggung jawab
- ✦ Toleran
- ✦ Kerjasama
- ✦ Proaktif
- ✦ kreatif

## **C. Materi Pembelajaran**

### ➤ **Materi pembelajaran regular**

#### **a. Fakta:**

- ✦ Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya

#### **b. Konsep**

- ✦ Menjelaskan fungsi sosial mengidentifikasi, mengenalkan, memuji, mengkritik, dan mengagumi.
- ✦ Menjelaskan struktur teks
- ✦ Menjelaskan unsur kebahasaan kalimat perbandingan

#### **c. Prinsip**

- ✦ Menganalisis struktur teks kalimat perbandingan
- ✦ Menganalisis unsur kebahasaan kalimat perbandingan

#### **d. Prosedur**

- ✦ Menuliskan struktur teks kalimat perbandingan positif, komperatif dan superlative

### ➤ **Materi pembelajaran remedial**

- Menganalisis unsur kebahasaan perbandingan sifat: as ... as, -er, -est, more ..., the most

➤ **Materi pembelajaran pengayaan**

- Perbandingan jumlah: *more, fewer, less*

**D. Metode Pembelajaran**

- Pendekatan : Scientific Learning
- Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
- Metode : Ceramah, Diskusi, dan Penugasan

**E. MediaMedia Pembelajaran**

- Media LCD projector,
- Laptop,
- Bahan Tayang
- *Worksheet* atau lembar kerja (siswa)

**F. Sumber Belajar:**

- Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. 2016. *Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Buku teks pelajaran yang relevan.

**E. Langkah-langkah Pembelajaran**


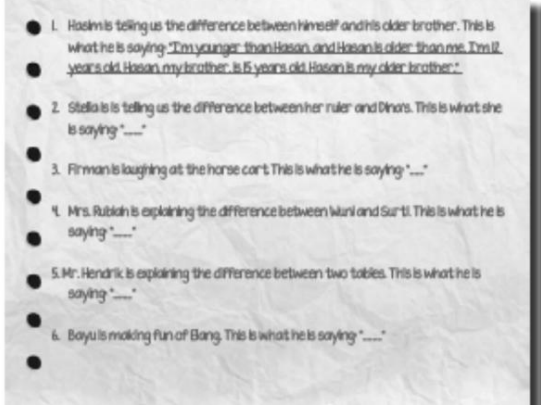
1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
<b>Kegiatan Pendahuluan</b>  <b>Guru :</b>  <b>Orientasi</b> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<b>PPK: Religius</b>)</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul>	<b>15 menit</b>

1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
<ul style="list-style-type: none"> <li>❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya</li> <li>✦ <i>Fungsi sosial menjelaskan dan mendeskripsikan teks interaksi transaksional memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi terjadi pada saat diucapkan</i></li> <li>✦ <i>Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi terjadi pada saat diucapkan</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat deklaratif dan interogatif dalam Present Continuous Tense</i></li> <li>❖ Mengingat kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>❖ Apabila materi/<i>tema/projek</i> ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait</i></li> </ul> </li> </ul>	

1. Pertemuan Ke-1 ( 4 x 35 menit )		Waktu
<p><i>membandingkan jumlah dan sifat orang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <ul style="list-style-type: none"> <li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>❖ Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>❖ Pembagian kelompok belajar</li> <li>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>		
Kegiatan Inti		<b>110 menit</b>
Sintak	Kegiatan Pembelajaran	
Model Pembelajaran		
Orientasi peserta didik kepada masalah	<p><b>Mengamati</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p>	



1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
	<p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan cara :</p> <p>❖ <b>Melihat</b> (tanpa atau dengan alat)</p> <p>Menayangkan gambar/foto/tabel berikut ini</p> <p>❖ <b>Mengamati</b></p> <p>lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan</p>

1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
	<div data-bbox="638 302 1181 862"> <p>Now, hand-write in your notebook what Benny, Edo, Siti, Dayu, Lina, and Udin are saying. The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to your teacher.</p>   <p>1. Hasim is telling us the difference between himself and his older brother. This is what he is saying: "I'm younger than Hasan and Hasan is older than me. I'm 12 years old. Hasan my brother is 15 years old. Hasan is my older brother."</p> <p>2. Stella is telling us the difference between her ruler and Dino's. This is what she is saying: "...."</p> <p>3. Firman is laughing at the horse cart. This is what he is saying: "...."</p> <p>4. Mrs. Rubiah is explaining the difference between Lani and Surti. This is what he is saying: "...."</p> <p>5. Mr. Hendrik is explaining the difference between two tables. This is what he is saying: "...."</p> <p>6. Bayu is making fun of Bang. This is what he is saying: "...."</p> </div> <p>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (<b>Literasi</b>)</p> <p>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mendengar</b></p> <p>pemberian materi oleh guru yang berkaitan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan</i></p>

1. Pertemuan Ke-1 ( 4 x 35 menit )		Waktu
	<p><i>menanggapi teks interaksi transaksional</i></p> <p><i>memberi dan meminta informasi terkait</i></p> <p><i>membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Menyimak,</b></p> <p>penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional</i></p> <p><i>memberi dan meminta informasi terkait</i></p> <p><i>membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>untuk melatih kesungguhan, ketelitian, mencari informasi.</p>	
Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p>	

1. Pertemuan Ke-1 ( 4 x 35 menit )		Waktu
	<p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p> <p>✦ <i>How does it compare with the physical?, what benefit compare the people?</i></p>	
Membimbing penyelidikan individu dan kelompok	<p><b>Mengumpulkan informasi</b></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p>	

1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
	<p>❖ <b>Mengamati obyek/kejadian,</b></p> <p>❖ <b>Membaca sumber lain selain buku teks,</b></p> <p><i>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang</i></p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mengumpulkan informasi (Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter))</b></p> <p>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan</i></p>

1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
<p><i>menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Aktivitas</b> (Berpikir kritis dan bekerjasama (4C) dalam penyelesaian masalah (Literasi) dengan cermat (Karakter))</p> <p>✦ Peserta didik diminta menyalin dengan melengkapi kalimat rumpang mengenai pernyataan perbandingan</p> <p>❖ <b>Mempraktikan</b></p> <p>✦ Peserta didik diminta mempraktikan para tokoh yang ada pada gambar</p> <p>❖ <b>Mendiskusikan</b> (Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter))</p> <p>❖ <b>Saling tukar informasi tentang :</b></p> <p>✦ Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</p> <p>✦ Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</p> <p>dengan ditanggapi aktif oleh peserta didik dari</p>	

1. Pertemuan Ke-1 ( 4 x 35 menit )		Waktu
	kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
Mengembangkan dan menyajikan hasil karya	<p><b>Mengkomunikasikan</b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</li> <li>❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait</i></li> </ul> </li> </ul>	

1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
<p><i>membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</p> <p>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p>❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang</p>	



1. Pertemuan Ke-1 ( 4 x 35 menit )		Waktu
	<p>telah disediakan.</p> <ul style="list-style-type: none"> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran</li> </ul>	
Menganalisa & mengevaluasi proses pemecahan masalah	<p><b>Mengasosiasikan</b></p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: .....</p> <ul style="list-style-type: none"> <li>❖ <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>❖ Peserta didik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif,</i></li> </ul> </li> </ul>	

1. Pertemuan Ke-1 ( 4 x 35 menit )		Waktu
	<p><i>komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>	
<p><b>Catatan :</b></p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		

1. Pertemuan Ke-1 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>	<p><b>15 menit</b></p>

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<b>PPK: Religius</b>)</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan</li> </ul>	<p><b>15 menit</b></p>

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
<p>pembelajaran.</p> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya</li> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> <li>❖ Mengingat kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>❖ Apabila materi/<i>tema/projek</i> ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat</i></li> </ul> </li> </ul>	

2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
<p><i>perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <ul style="list-style-type: none"> <li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>❖ Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>❖ Pembagian kelompok belajar</li> <li>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>		
Kegiatan Inti		
Sintak	Model Pembelajaran	Kegiatan Pembelajaran
Orientasi peserta didik kepada masalah		<p><b>Mengamati</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan</i></p>

**130  
menit**

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
<p><i>Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan cara :</p> <p>❖ <b>Melihat</b> (tanpa atau dengan alat)</p> <p>Menayangkan gambar/foto/tabel berikut ini</p> <p>❖ <b>Mengamati</b></p> <p>lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan</p>	

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
<div data-bbox="638 302 1204 884" data-label="Image"> </div> <p>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (<b>Literasi</b>)</p> <p>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mendengar</b></p> <p>pemberian materi oleh guru yang berkaitan dengan</p>	

2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
	<p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Menyimak,</b></p> <p>penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most untuk melatih kesungguhan, ketelitian, mencari informasi.</i></p>	
Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan</p>	



2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
	<p>yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p> <p>✦ <i>how does it compare with the physical ?, what benefit compare the people?</i></p>	
Membimbing penyelidikan	<p><b>Mengumpulkan informasi</b></p> <p>Peserta didik mengumpulkan informasi yang relevan</p>	

2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
individu  dan kelompok	<p>untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian,</b></li> <li>❖ <b>Membaca sumber lain selain buku teks,</b> <i>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang</i></li> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> <li>❖ <b>Mengumpulkan informasi</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter)</i>)  Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu</li> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional</i></li> </ul>	

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
	<p><i>memberi dan meminta informasi terkait membandingkan jumlah dan sifat orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Aktivitas (4C)</b></p> <p>✦ <i>Peserta didik diminta membandingkan kata sifat yang terdapat pada setiap kalimat yang telah dipelajari</i></p> <p>✦ <i>Peserta didik diminta melakukan refleksi belajar</i></p> <p>❖ <b>Mempraktikan</b></p> <p>❖ <b>Mendiskusikan</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter)</i>)</p> <p>❖ <b>Saling tukar informasi tentang :</b></p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif,</i></p>

2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
	<p><i>komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	
Mengembangkan dan menyajikan hasil karya	<p><b>Mengkomunikasikan</b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</li> <li>❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang :</li> </ul>	

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
	<p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</p> <p>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p>❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan</i></p>

2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
	<p><i>menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <ul style="list-style-type: none"> <li>❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</li> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran</li> </ul>	
<p>Menganalisa &amp; mengevaluasi proses pemecahan masalah</p>	<p><b>Mengasosiasikan</b></p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: .....</p> <ul style="list-style-type: none"> <li>❖ <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>❖ Peserta didik mengerjakan beberapa soal mengenai</li> </ul>	

2. Pertemuan Ke-2 ( 4 x 35 menit )	Waktu
	<p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah orang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif,</i></p>










2. Pertemuan Ke-2 ( 4 x 35 menit )		Waktu
	<p><i>komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>	
<p><b>Catatan :</b></p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>		<p><b>15 menit</b></p>



3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<b>PPK: Religius</b>)</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya</li> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah orang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> <li>❖ Mengingat kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ul>	<p><b>15 menit</b></p>

3. Pertemuan Ke-3 ( 4 x 35 menit )		Waktu
<div>❖ Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:</div> <div> <div>✦ Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</div> <div>✦ Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</div> </div> <div>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</div> <div>❖ Mengajukan pertanyaan.</div> <div>Pemberian Acuan</div> <div> <div>❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</div> <div>❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</div> <div>❖ Pembagian kelompok belajar</div> <div>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</div> </div>		110 menit
Kegiatan Inti		
Sintak	Kegiatan Pembelajaran	
Model		
Pembelajaran		
Orientasi peserta	Mengamati	

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p>didik kepada masalah</p>	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan cara :</p> <p>❖ <b>Melihat</b> (tanpa atau dengan alat)</p> <p>Menayangkan gambar/foto/tabel berikut ini</p>

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
	<div data-bbox="587 293 1129 1003"> <p>In the following examples, you will see a different way to compare people, animals, and things. Play the roles of the speakers in the pictures. Say the speaker's sentences correctly and clearly. First, repeat after me.</p>  <p>I got an A in English and a C in History. To me, English is easier than History. History is more difficult than English.</p>  <p>I like roses. They are more beautiful than other flowers.</p>  <p>I saw Malin Kundang on TV last night. I think the book is more interesting than the film.</p>  <p>I bought this beautiful pencil case for just fifteen thousand rupiahs, and this very simple plastic purse for twenty thousand rupiahs. Funny isn't it? The pencil case is more beautiful but it is cheaper. The purse is simpler but it is more expensive.</p>  <p>Let's sit on the bench under the tree. I think it is more comfortable there. It's shady and cool.</p>  <p>I think Edo is a very good student. He's more diligent than any of us! He always gets good marks in all subjects.</p>  </div> <p>❖ <b>Mengamati</b></p> <p>lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan</p> <div data-bbox="587 1301 1129 1839">  <p>collecting information</p> <p>Now compare people, animals, and things as instructed with in and around your school, home, and town. Make at least 5 sentences about each of the following. Provide an explanation to every comparison. This example is given to you. First copy the example. Think with your group. If you have any problem, go to me.</p>  <ul style="list-style-type: none"> <li>1. The longer your school is, more and its school.</li> <li>2. My brother is taller. He is my brother. My brother is taller than my sister is only 150 cm tall.</li> <li>3.</li> <li>4.</li> <li>5. The longest plastic and things around school and town.</li> <li>6. The longest plastic and things around school and town.</li> <li>7. The plastic bagging with its, longer than the other plastic bagging.</li> <li>8. The longer plastic bagging.</li> <li>9. The longer plastic bagging.</li> <li>10. The longer plastic bagging.</li> <li>11. The longer plastic bagging.</li> <li>12. The longer plastic bagging.</li> </ul> </div> <p>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),</p>

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p><b>(Literasi)</b></p> <p>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan:</i> <i>as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mendengar</b></p> <p>pemberian materi oleh guru yang berkaitan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan:</i> <i>as ... as, -er, -est, more ..., the most</i></p>	

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
	<p>❖ <b>Menyimak,</b></p> <p>penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan:</i></p> <p><i>as ... as, -er, -est, more ..., the most</i></p> <p>untuk melatih kesungguhan, ketelitian, mencari informasi.</p>
Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta</i></p>

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
	<p><i>informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan:</i></p> <p><i>as ... as, -er, -est, more ..., the most</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p> <p>Misalnya :</p>
Membimbing penyelidikan individu dan kelompok	<p><b>Mengumpulkan informasi</b></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian,</b></li> <li>❖ <b>Membaca sumber lain selain buku teks,</b></li> </ul> <p><i>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang</i></p>

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mengumpulkan informasi</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter)</i>)</p> <p>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan</i></p>	



3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p><i>positif, komparatif dan superlatif dengan:</i></p> <p><i>as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Aktivitas (4C)</b></p> <p>✦ <i>Peserta didik diminta membandingkan beberapa benda berdasarkan sifatnya</i></p> <p>❖ <b>Mempraktikan</b></p> <p>❖ <b>Mendiskusikan</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter)</i>)</p> <p>❖ <b>Saling tukar informasi tentang :</b></p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan:</i></p> <p><i>as ... as, -er, -est, more ..., the most</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang</p>	

3. Pertemuan Ke-3 ( 4 x 35 menit )		Waktu
	<p>terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	
<p>Mengembangkan dan menyajikan hasil karya</p>	<p><b>Mengkomunikasikan</b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</li> <li>❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></li> </ul> </li> </ul>	

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</p> <p>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p>❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p>	

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
	<ul style="list-style-type: none"> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran</li> </ul>
<p>Menganalisa &amp; mengevaluasi proses pemecahan masalah</p>	<p><b>Mengasosiasikan</b></p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: .....</p> <ul style="list-style-type: none"> <li>❖ <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>❖ Peserta didik mengerjakan beberapa soal mengenai             <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> </li> </ul>

3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>	
<p><b>Catatan :</b></p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>	
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru</li> </ul>	<p><b>15 menit</b></p>


3. Pertemuan Ke-3 ( 4 x 35 menit )	Waktu
<p>dilakukan.</p> <ul style="list-style-type: none"> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>	

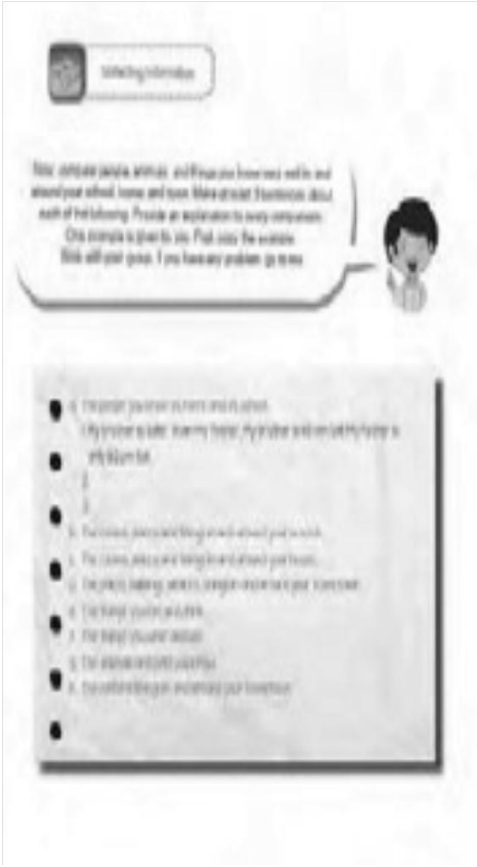
4. Pertemuan Ke-4 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<b>PPK: Religius</b>)</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan</li> </ul>	<p><b>15 menit</b></p>

4. Pertemuan Ke-4 ( 4 x 35 menit )	Waktu
<p>dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Mengingat kembali materi prasyarat dengan bertanya.</p> <p>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</p> <p><b>Motivasi</b></p> <p>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>❖ Apabila materi/<i>tema/projek</i> ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang</p>	

4. Pertemuan Ke-4 ( 4 x 35 menit )		Waktu
berlangsung ❖ Mengajukan pertanyaan. <b>Pemberian Acuan</b> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		
Kegiatan Inti		110 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Orientasi peserta didik kepada masalah	<b>Mengamati</b>  Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik ★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i>  ★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan</i>	



	4. Pertemuan Ke-4 ( 4 x 35 menit )	Waktu
	<p><i>positif, komparatif dan superlatif</i></p> <p><i>dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan cara :</p> <p>❖ <b>Melihat</b> (tanpa atau dengan alat)</p> <p>Menayangkan gambar/foto/tabel berikut ini</p> 	

	4. Pertemuan Ke-4 ( 4 x 35 menit )	Waktu
	<p>❖ <b>Mengamati</b></p> <p>lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan</p>  <p>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (<b>Literasi</b>)</p> <p>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <p>★ <i>Fungsi sosial dan Struktur teks</i></p>	

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p><i>memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mendengar</b></p> <p>pemberian materi oleh guru yang berkaitan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er,</i></p>		

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p><i>-est, more ..., the most</i></p> <p>❖ <b>Menyimak,</b></p> <p>penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>untuk melatih kesungguhan, ketelitian, mencari informasi.</p>		
	Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p>		

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p>		
	Membimbing	<b>Mengumpulkan informasi</b>		

4. Pertemuan Ke-4 ( 4 x 35 menit )		Waktu	
	penyelidikan individu dan kelompok	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian,</b></li> <li>❖ <b>Membaca sumber lain selain buku teks,</b></li> </ul> <p><i>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang</i></p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <li>❖ <b>Mengumpulkan informasi (Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh</b></li>	

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p><i>tanggung jawab (Karakter))</i></p> <p>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Aktivitas (4C)</b></p> <p>✦ <i>Peserta didik diminta membandingkan kata/kalimat terkait jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Peserta didik diminta melakukan refleksi belajar</i></p>		

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p>❖ <b>Mempraktikan</b></p> <p>❖ <b>Mendiskusikan</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter)</i>)</p> <p>❖ <b>Saling tukar informasi tentang :</b></p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang</p>		



4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu
		<p>disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	
	<p>Mengembangkan dan menyajikan hasil karya</p>	<p><b>Mengkomunikasikan</b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</li> <li>❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas,</i></li> </ul> </li> </ul>	

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p><i>sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</p> <p>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p>❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p>		

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</p> <p>❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran</p>		
	Menganalisa & mengevaluasi proses pemecahan masalah	<p><b>Mengasosiasikan</b></p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: .....</p> <p>❖ <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati</p>		

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p>dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>❖ Peserta didik mengerjakan beberapa soal mengenai</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan</p>		

4. Pertemuan Ke-4 ( 4 x 35 menit )			Waktu	
		<p>kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>		
<p><b>Catatan :</b></p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>				
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul>			<p><b>15 menit</b></p>	

4. Pertemuan Ke-4 ( 4 x 35 menit )	Waktu
<p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>	

5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<b>PPK: Religius</b>)</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i></li> </ul>	<p><b>15 menit</b></p>

5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
<p>sebelumnya</p> <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat benda di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> <ul style="list-style-type: none"> <li>❖ Mengingat kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>❖ Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> </li> <li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>❖ Mengajukan pertanyaan.</li> </ul>	

5. Pertemuan Ke-5 ( 4 x 35 menit )		Waktu
<b>Pemberian Acuan</b> <ul style="list-style-type: none"><li>❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li><li>❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li><li>❖ Pembagian kelompok belajar</li><li>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li></ul>		
<b>Kegiatan Inti</b>		
<b>Sintak Model Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Orientasi peserta didik kepada masalah	<b>Mengamati</b> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan cara :</p> <p>❖ <b>Melihat</b> (tanpa atau dengan alat)</p>	<b>110 menit</b>



5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
	<p data-bbox="635 300 1150 331">Menayangkan gambar/foto/tabel berikut ini</p> <div data-bbox="635 360 1201 864"> </div> <p data-bbox="587 898 780 934">❖ <b>Mengamati</b></p> <p data-bbox="635 965 1238 1137">lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan</p> <p data-bbox="587 1167 1238 1272">❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (<b>Literasi</b>)</p> <p data-bbox="635 1301 1238 1473">materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <p data-bbox="639 1503 1238 1742">✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p data-bbox="639 1771 1238 1944">✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er,</i></p>

5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
<p style="text-align: center;"><i>-est, more ..., the most</i></p> <p>❖ <b>Mendengar</b></p> <p>pemberian materi oleh guru yang berkaitan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Menyimak,</b></p> <p>penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>Untuk melatih kesungguhan, ketelitian, mencari informasi.</p>	

5. Pertemuan Ke-5 ( 4 x 35 menit )		Waktu
Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p>	
Membimbing penyelidikan	<p><b>Mengumpulkan informasi</b></p> <p>Peserta didik mengumpulkan informasi yang relevan</p>	

5. Pertemuan Ke-5 ( 4 x 35 menit )		Waktu
individu dan kelompok	<p>untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian,</b></li> <li>❖ <b>Membaca sumber lain selain buku teks,</b>  <i>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang</i> <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> </li> <li>❖ <b>Mengumpulkan informasi (Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter))</b>  Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait</i></li> </ul> </li> </ul>	

5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
	<p><i>membandingkan jumlah dan sifat binatang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Aktivitas (4C)</b></p> <p>★ <i>Peserta didik diminta membandingkan beberapa binatang berdasarkan sifatnya</i></p> <p>★ <i>Peserta didik diminta menganalisis kata komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most pada teks perbandingan</i></p> <p>❖ <b>Mempraktikan</b></p> <p>❖ <b>Mendiskusikan</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter)</i>)</p> <p>❖ <b>Saling tukar informasi tentang :</b></p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari</p>

5. Pertemuan Ke-5 ( 4 x 35 menit )		Waktu
	kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
Mengembangkan dan menyajikan hasil karya	<p><b>Mengkomunikasikan</b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</li> <li>❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait</i></li> </ul> </li> </ul>	

5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
	<p><i>membandingkan jumlah dan sifat binatang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</p> <p>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p>❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang</p>

5. Pertemuan Ke-5 ( 4 x 35 menit )		Waktu
	<p>telah disediakan.</p> <ul style="list-style-type: none"> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran</li> </ul>	
Menganalisa & mengevaluasi proses pemecahan masalah	<p><b>Mengasosiasikan</b></p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: .....</p> <ul style="list-style-type: none"> <li>❖ <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>❖ Peserta didik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> <li>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></li> <li>★ <i>Unsur kebahasaan dan ketepatan</i></li> </ul> </li> </ul>	



5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
<p><i>menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>	
<p><b>Catatan :</b></p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>	

5. Pertemuan Ke-5 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>	<p><b>15 menit</b></p>

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<b>PPK: Religius</b>)</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan</li> </ul>	<p><b>15 menit</b></p>

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<p>pembelajaran.</p> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya</li> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> <li>❖ Mengingat kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>❖ Apabila materi/<i>tema/projek</i> ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat</i></li> </ul> </li> </ul>	

6. Pertemuan Ke-6 ( 4 x 35 menit )		Waktu				
<p><i>perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <ul style="list-style-type: none"><li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li><li>❖ Mengajukan pertanyaan.</li></ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"><li>❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li><li>❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li><li>❖ Pembagian kelompok belajar</li><li>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li></ul>						
<p style="text-align: center;"><b>Kegiatan Inti</b></p> <table><tr><th>Sintak Model Pembelajaran</th><th>Kegiatan Pembelajaran</th></tr><tr><td>Orientasi peserta didik kepada masalah</td><td><p><b>Mengamati</b></p><p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p><p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p><p>★ <i>Unsur kebahasaan dan ketepatan menggunakan</i></p></td></tr></table>		Sintak Model Pembelajaran	Kegiatan Pembelajaran	Orientasi peserta didik kepada masalah	<p><b>Mengamati</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan</i></p>	<p style="text-align: center;"><b>110 menit</b></p>
Sintak Model Pembelajaran	Kegiatan Pembelajaran					
Orientasi peserta didik kepada masalah	<p><b>Mengamati</b></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan</i></p>					

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
	<p><i>Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>dengan cara :</p> <ul style="list-style-type: none"> <li>❖ <b>Melihat</b> (tanpa atau dengan alat)</li> </ul> <p>Menayangkan gambar/foto/tabel berikut ini</p> <div data-bbox="635 696 1187 1198" data-label="Image"> </div> <ul style="list-style-type: none"> <li>❖ <b>Mengamati</b></li> </ul> <p>lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan</p> <ul style="list-style-type: none"> <li>❖ <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (<b>Literasi</b>)</li> </ul> <p>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional</i></li> </ul>

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
	<p><i>memberi dan meminta informasi terkait</i></p> <p><i>membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Mendengar</b></p> <p>pemberian materi oleh guru yang berkaitan dengan</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most.</i></p> <p>❖ <b>Menyimak,</b></p> <p>penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait</i></p>

6. Pertemuan Ke-6 ( 4 x 35 menit )		Waktu
	<p><i>membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>untuk melatih kesungguhan, ketelitian, mencari informasi.</p>	
Mengorganisasikan peserta didik	<p><b>Menanya</b></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ <b>Mengajukan pertanyaan</b> tentang :</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi</p>	

6. Pertemuan Ke-6 ( 4 x 35 menit )		Waktu
	<p>tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :</p>	
<p>Membimbing penyelidikan individu dan kelompok</p>	<p><b>Mengumpulkan informasi</b></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian,</b></li> <li>❖ <b>Membaca sumber lain selain buku teks,</b></li> </ul> <p><i>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang</i></p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>	



6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<p>❖ <b>Mengumpulkan informasi</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter)</i>)</p> <p>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu</p> <p>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p> <p>❖ <b>Aktivitas (4C)</b></p> <p>✦ <i>Peserta didik diminta membandingkan kata/kalimat terkait jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>✦ <i>Peserta didik diminta melakukan refleksi belajar</i></p> <p>❖ <b>Mempraktikan</b></p> <p>❖ <b>Mendiskusikan</b> (<i>Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah</i>)</p>	

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<p><i>(Literasi) dengan cermat (Karakter)</i></p> <p>❖ <b>Saling tukar informasi tentang :</b></p> <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>	

6. Pertemuan Ke-6 ( 4 x 35 menit )		Waktu
Mengembangkan dan menyajikan hasil karya	<p><b>Mengkomunikasikan</b></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> <li>❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</li> <li>❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> </li> <li>❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</li> <li>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</li> </ul>	

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<ul style="list-style-type: none"> <li>❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> </li> <li>❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</li> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran</li> </ul>	

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<p>Menganalisa &amp; mengevaluasi proses pemecahan masalah</p>	<p><b>Mengasosiasikan</b></p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: .....</p> <ul style="list-style-type: none"> <li>❖ <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>❖ Peserta didik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> <li>✦ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></li> <li>✦ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></li> </ul> </li> <li>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap</li> </ul>

6. Pertemuan Ke-6 ( 4 x 35 menit )		Waktu
	<p>jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>★ <i>Fungsi sosial dan Struktur teks memulai dan menanggapi teks interaksi transaksional memberi dan meminta informasi terkait membandingkan jumlah dan sifat binatang di kelas, sekolah, rumah, dan sekitarnya</i></p> <p>★ <i>Unsur kebahasaan dan ketepatan menggunakan Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most</i></p>	
<p><b>Catatan :</b></p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta</li> </ul>		15 menit

6. Pertemuan Ke-6 ( 4 x 35 menit )	Waktu
<p>didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</p> <ul style="list-style-type: none"> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>	

## F. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik Penilaian

#### a. Sikap

- 1) Observasi ( Jurnal )
- 2) Penilaian Diri
- 3) Penilaian Antar Teman

#### b. Pengetahuan

- 1) Tes Tertulis
  - a) Pilihan ganda
  - b) Uraian/esai
- 2) Tes Lisan

#### c. Keterampilan

- 1) Proyek, pengamatan, wawancara'
  - ★ *Mempelajari buku teks dan sumber lain tentang materi pokok*
  - ★ *Menyimak tayangan/demo tentang materi pokok*

✦ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*

2) Portofolio / unjuk kerja

✦ *Laporan tertulis individu/ kelompok*

3) Produk,

## **2. Instrumen Penilaian**

- a. Pertemuan Pertama (Terlampir)
- b. Pertemuan Kedua (Terlampir)
- c. Pertemuan Ketiga (Terlampir)
- d. Pertemuan Keempat (Terlampir)
- e. Pertemuan Kelima (Terlampir)
- f. Pertemuan Keenam (Terlampir)

## **3. Pembelajaran Remedial dan Pengayaan**

### **a. Remedial**

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.
  - ✦ *Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.*



**b. Pengayaan**

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
  - ★ *Penggunaan ungkapan rewarding someone's work*

Karanganyar, 13 Juli 2019

Mengetahui,

Kepala MTsN 5 Karanganyar

Guru Mata Pelajaran

Drs.Sutoyo, M.Pd

Desi Mislianti, S.S

NIP. 196508081993031004

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# APPENDIX 4

### Table Students Strategies to Reduce Anxiety

[illegible][illegible]



No.	Factors	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21
1	Personal and Interpersonal	v				v		v	v	v	v
2.	Learners' Belief about Language Learning		v								
3.	Instructor beliefs about language teaching				v						
4.	Instructor –learner interaction			v			v				
5.	Classroom procedures										
6.	Language Testing										

No	Factors	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	Total
1	Personal and Interpersonal	v	v	v	v			v		v	v	v	19
2.	Learners' Belief about Language Learning												3
3.	Instructor beliefs about language teaching					v							2
4.	Instructor –learner interaction						v						6
5.	Classroom procedures												1
6.	Language Testing								v				1

Keterangan nama:

1. S1 : Adianto Agung Nugroho
2. S2 : Agung Mulyono
3. S3 : Anggara Dias Lesmana
4. S4 : Arahman Sholeh
5. S5 : Arif Nugroho
6. S6 : Ariska Dwi Septiani
7. S7 : Dea Pratama
8. S8 : Dela Ananda Vitriani
9. S9 : Fadhilah Damai Nurtashdiq
10. S10 : Diky Mariyadi
11. S11 : Edo Angga Saputra
12. S12 : Elsa Iriyani Retnoningsih
13. S13 : Dinda Lestari
14. S14 : Faisal Agung Nugroho
15. S15 : Faizal Fadli
16. S16 : Hendra Permana
17. S17 : Irfan Tri Ferdiansyah
18. S18 : Lathifah Khoirunn Nisa
19. S19 : Marfin Dwi Purwanto
20. S20 : Muhammad Nur Wahyuda
21. S21 : Muhammad Taufik Dina Pratama
22. S22 : Nabila Dinda Al Mufarridun
23. S23 : Nugroho Fadly Khoirudin

- 24. S24 : Oksin Setiawan
- 25. S25 : Oktavia Nugraheni
- 26. S26 : Primus Tofa
- 27. S27 : Reno Hidayat
- 28. S28 : Ridwan Ar Roqib
- 29. S29 : Riski Aditya Saputra
- 30. S30 : Rovlin Vardan Ardiansyah
- 31. S31 : Zaky Alif Fakhruhin
- 32. S32 : Aulia Afdillah

# APPENDIX 5



### Interview Guideline

1. Apakah pada speaking didepan kelas kamu mengalami kesulitan?
2. Kesulitan apa yang kamu alami?
3. Kapan kamu mengalami kesulitan itu?
4. Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?
5. Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

# APPENDIX 6

## Interview Transcript

## TRANSKRIP INTERVIEW 1

- S : Researcher
- S1 : Student 1 (Muhammad Taufik Dina Pratama)
- R : Pagi dek, boleh minta waktunya sebentar?
- S1 : Iya, mbak.
- R : Mbak cuman bertanya sebentar
- S1 : Iya, silahkan mbak.
- R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?
- S1 : Iya, mbak.
- R : Kesulitan apa yang kamu alami?
- S1 : **Saya cemas ketika harus maju didepan kelas.**
- R : Kapan kamu mengalami kesulitan itu?
- S1 : **Saya cemas karena interaksi saya dengan bu guru harus dengan berbicara menggunakan Bahasa Inggris karena kurang akrab.**
- R : Bagaimana jika guru menunjuk seacara spontan untuk berbicara didepan kelas?
- S1 : **Tetap maju.**
- R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?
- S1 : **Saya mengurangi kecemasan dengan berusaha mengganti pikiran negative dengan pikiran positif lalu mencoba lagi dan pantang menyerah agar bisa berfikir positif.**

## TRANSKRIP INTERVIEW 2

- R : Researcher
- S2 : Student 2 (Ariska Dwi Septiani)
- R : Pagi dek, boleh minta waktunya sebentar?
- S2 : Iya, mbak.
- R : Mbak cuman bertanya sebentar
- S2 : Iya, silahkan mbak.
- R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?
- S2 : Iya, mbak.
- R : Kesulitan apa yang kamu alami?
- S2 : **Saya merasa gelisah pada saat sebelum maju didepan kelas.**
- R : Kapan kamu mengalami kesulitan itu?
- S2 : **Saya merasa cemas pada saat maju didepan kelas karena takut di lihat teman-teman, belum banyak hafalan kosakata dan diharuskan bisa dalam grammar.**
- R : Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?
- S2 : **Tetap maju.**
- R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?
- S2 : **Saya mengurangi kecemasan dengan cara pada saat maju didepan kelas saya menenangkan diri terlebih dahulu dengan duduk sejenak setelah itu saya berani untuk maju didepan kelas.**

## TRANSKRIP INTERVIEW 3

- R : Researcher
- S1 : Student 3 (Dela Ananda Fitriani)
- R : Pagi dek, boleh minta waktunya sebentar?
- S3 : Iya, mbak.
- R : Mbak cuman bertanya sebentar
- S3 : Iya, silahkan mbak.
- R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?
- S3 : Iya, mbak.
- R : Kesulitan apa yang kamu alami?
- S3 : **saya cemas pada saat maju didepan kelas.**
- R : Kapan kamu mengalami kesulitan itu?
- S3 : **Saya cemas saat bu guru harus menunjuk saya untuk menjawab pertanyaan dengan menggunakan grammar yang benar setelah saya maju didepan kelas.**
- R : Bagaimana jika guru menunjuk seacara spontan untuk berbicara didepan kelas?
- S3 : **Tetap maju.**
- R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?
- S3 : **Tarik nafas dan tidak memandang teman-teman untuk mengurangi kecemasan.**

## TRANSKRIP INTERVIEW 4

R : Researcher

S4 : Student 4 (Aulia Afdillah)

R : Pagi dek, boleh minta waktunya sebentar?

S4 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S4 : Iya, silahkan mbak.

R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?

S4 : Iya, mbak.

R : Kesulitan apa yang kamu alami?

S4 : **Saya cemas ketika harus maju didepan kelas.**

R : Kapan kamu mengalami kesulitan itu?

S4 : **Saya cemas pada saat berbicara Bahasa Inggris didepan banyak orang terutama bu guru.**

R : Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?

S4 : **Tetap maju.**

R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

S4 : **Saya biasanya berfikir positif untuk mengurangi kecemasan.**

## TRANSKRIP INTERVIEW 5

- R : Researcher
- S5 : Student 5 (Adianto Agung Nugroho)
- R : Pagi dek, boleh minta waktunya sebentar?
- S5 : Iya, mbak.
- R : Mbak cuman bertanya sebentar
- S5 : Iya, silahkan mbak.
- R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?
- S5 : Iya, mbak.
- R : Kesulitan apa yang kamu alami?
- S5 : **Saya berbicara gugup dikelas karena cemas.**
- R : Kapan kamu mengalami kesulitan itu?
- S5 : **Saya saat berbicara Bahasa Inggris dengan gugup karena dilihat teman-teman membuat saya kurang percaya diri dan saya masih sulit dalam pengucapan Bahasa Inggris secara benar.**
- R : Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?
- S5 : **Tetap maju.**
- R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?
- S5 : **Saya mengurangi kecemasan dengan cara berfikir positif untuk mengurangi pikiran negative dengan berusaha untuk tenang dan menganggap didepannya adalah patung agar saya bisa maju berbicara Bahasa Inggris didepan kelas dengan lancar.**

## TRANSKRIP INTERVIEW 6

R : Researcher

S6 : Student 6 (Arif Nugroho)

R : Pagi dek, boleh minta waktunya sebentar?

S6 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S6 : Iya, silahkan mbak.

R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?

S6 : Iya, mbak.

R : Kesulitan apa yang kamu alami?

S6 : **Saat tiba-tiba grogi dan malu karena belum bisa Bahasa Inggris  
maka itu, muncul saat maju didepan kelas.**

R : Kapan kamu mengalami kesulitan itu?

S6 : **Pada saat berbicara Bahasa Inggris didepan banyak orang.**

R : Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?

S6 : **Tetap maju.**

R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

S6 : **Tarik nafas agar mengurangi kecemasan saat maju didepan kelas.**



## TRANSKRIP INTERVIEW 7

R : Researcher

S7 : Student 7 (Marfin Dwi Purwanto)

R : Pagi dek, boleh minta waktunya sebentar?

S7 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S7 : Iya, silahkan mbak.

R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?

S7 : Iya, mbak.

R : Kesulitan apa yang kamu alami?

S7 : **Saya grogi saat maju didepan kelas.**

R : Kapan kamu mengalami kesulitan itu?

S7 : **Saya malu saat berbicara Bahasa Inggris didepan banyak orang.**

R : Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?

S7 : **Tetap maju.**

R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

S7 : **Berfikir positif.**

## TRANSKRIP INTERVIEW 8

R : Researcher

S8 : Student 8 (Ridwan Ar Roqib)

R : Pagi dek, boleh minta waktunya sebentar?

S8 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S8 : Iya, silahkan mbak.

R : Apakah pada saat speaking didepan kelas kamu mengalami kesulitan?

S8 : Iya, mbak.

R : Kesulitan apa yang kamu alami?

S8 : **Saya malu saat harus maju didepan kelas.**

R : Kapan kamu mengalami kesulitan itu?

S8 : **Pada saat berbicara Bahasa Inggris didepan banyak orang dan takut di tertawain sama teman sekelas.**

R : Bagaimana jika guru menunjuk secara spontan untuk berbicara didepan kelas?

S8 : **Tetap maju.**

R : Apa yang kamu lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

S8 : **Saya mengurangi kecemasan dengan cara tarik napas, buang napas, terus senyum agar merasa nyaman maka itu bisa melupakan segala sesuatu yang dapat membuat tidak nyaman.**

## TRANSKRIP INTERVIEW

1. Faktor-faktor apa yang siswa-siswa banyak terjadi bu? Takut salah menjawab, malu ditertawakan teman, pengucapan kata yang salah.
2. Kapan siswa-siswa banyak mengalami kesulitan itu bu? Saat tanya jawab secara lisan.
3. Bu guru saat menunjuk secara spontan kepada siswa-siswa yang banyak terjadi saat berbicara didepan kelas. Bagaimana reaksi siswa siswa bu? Gugup, kurang percaya diri, meski akhirnya maju kedepan kelas juga.

# APPENDIX 7

### Open-ended Questionnaire

1. Apakah anda merasa cemas (gugup, panik, gelisah, dll) ketika anda tampil berbicara didepan kelas?
2. Mengapa anda merasa cemas itu (faktor-faktor yang membuat anda merasa cemas)? Tolong beri alasan berdasarkan pengalaman anda sendiri!
3. Apa yang anda lakukan untuk mengurangi kecemasan ketika berbicara Bahasa Inggris didepan kelas?

# APPENDIX 8

## Questionnaire Result

Cap waktu	Nama	Nomer absen	Kelas	1. Apakah anda merasa cemas (gugup, panik, gelisah, dll) ketika anda tampil berbicara didepan kelas ?	2. Mengapa anda merasa cemas itu (faktor-faktor yang membuat anda merasa cemas) ? Tolong beri alasan berdasarkan pengalaman anda sendiri !	3. Apa yang anda lakukan untuk mengurangi kecemasan ketika berbicara bahasa inggris didepan kelas ?
2020/04/16 9:35:48 AM GMT+7	Arif nugroho	5	8A	Tidak	Malu tidak percaya diri	Tidak mengertinya
2020/04/16 9:36:22 AM GMT+7	Ariska	6	8a	Iyha saya merasa cemas, panik	Karena takut di ketawa in	Tarik nafas meneng kan diri sejenak agar lebih merasa tenang
2020/04/16 9:49:19 AM GMT+7	Nugroho faldy khoirudin	23	8A	Ya	Karena malu sama teman dan guru	Duduk sejenak dan teman maju dulan
2020/04/16 9:51:34	Nabila Dinda	22	VIII.	Iya	Kurang Percaya diri,	Berpikir positif

PM GMT+7	Al. M.		A.			
2020/04/17 9:46:58 AM GMT+7	Ridwan Ar roqib	28	8A	Gugup	Karena dilihat teman <sup>2</sup>	Jari kaki digerak <sup>2</sup> in
2020/04/18 1:57:55 PM GMT+7	Primus Tofa	26	8A	ya	pada saat saya diberi pertanyaan bu guru berkaitan dengan materi Bahasa Inggris	saat melatih diri didepan kelas saya dengan santai untuk mengurangi kecemasan saat berbicara bahasa inggris
2020/04/18 2:27:59 PM GMT+7	Faisal Agung Nugroho	14	8A	iya	saya cemas saat harus berinteraksi dengan bu guru karena koreksi bahasa inggris saya dan harus berbicara dengan menggunakan bahasa inggris	saya melakukan relax karena saya grogi saat maju didepan kelas
2020/04/18 2:32:58 PM GMT+7	Irfan Tri Ferdiansyah	17	8A	iya	interaksi saya dengan guru karena malu dan kurang akrab dengan bu	relax (santai) karena dengan santai saat berbicara bahasa



					guru	inggris didepan kelas saya bisa mengurangi kecemasan
2020/04/19 10:49:07 AM GMT+7	Reno Hidayat	27	8A	iya	ketika saya dan bu guru interaksi berkaitan dengan pemahaman saya tentang bahasa inggris	pengunduran diri sejenak karena saya grogi saat di depan guru dan teman-teman
2020/04/19 10:55:10 AM GMT+7	Anggara Dias Lesmana	3	8A	iya	interaksi terhadap saya dengan guru itu membuat saya malu karena tidak lancar dalam berbahasa inggris	santai untuk mengurangi kecemasan
2020/04/19 10:59:15 AM GMT+7	Agung Mulyono	2	8A	iya	interaksi saya dengan bu guru saya malu karena kurang akrab	santai karena saya saat grogi saat didepan kelas
2020/04/19 11:06:02 AM GMT+7	Edo Angga Saputra	11	8A	iya	ketika dikelas mendadak ada prosedure kelas saat	saya sebelum maju didepan kelas saya mempersiapkan materi

					koreksi bahasa inggris itu membuat saya semakin cemas	terlebih dahulu
2020/04/26 5:56:26 AM GMT+7	Lathifah Khoirun Nisa	18	8A	iya	dilihatin teman karena saya takut dan malu	Saya santai untuk mengurangi kecemasan
2020/09/24 10:22:26 PM GMT+7	Arahman Sholeh	4	8A	Iya	saya malu maju didepan kelas karena saya harus memiliki percaya diri dalam berbicara Bahasa Inggris	saya berfikir positif untuk mengurangi kecemasan
2020/09/24 10:33:48 PM GMT+7	Rizki Aditya Saputra	29	8A	iya	saya cemas ketika harus dites Bahasa Inggris oleh bu guru secara tiba-tiba	pengunduran sejenak untuk mengurangi kecemasan
2020/09/25 12:13:28 PM GMT+7	Fadhilah Damai Nurtasdiq	9	8A	iya	panik	saya sebelum maju sudah menghafal materi Bahasa Inggris
2020/09/25 3:43:14 PM GMT+7	Diky mariyadi	10	8A	iya	karena saya khawatir	relax dengan santai agar mengurangi

						kecemasan
2020/09/25 3:49:46 PM GMT+7	Dela ananda vitriani	8	8A	iya	karena kurang percaya diri dan malu dihadapan orang banyak	berpikir positif
2020/09/26 3:00:23 AM GMT+7	Oktavia Nugraheni	25	8A	Iya	karena saya cemas sebelum maju didepan kelas	saya duduk sejenak lalu berani maju didepan kelas membuat kecemasan berkurang
2020/09/26 3:12:11 AM GMT+7	Dinda Lestari	13	8A	iya	saya cemas karena belum banyak hafalan kosakata	tarik napas agar tenang
2020/09/26 3:19:15 AM GMT+7	Hendra Permana	16	8A	iya	saya cemas pada saat maju didepan kelas karena takut dilihat teman-teman	berfikir positif sebelum maju didepan kelas
2020/09/26 3:22:12 AM GMT+7	Marfin Dwi Purwanto	19	8A	iya	saya cemas karena kurang percaya diri dan malu dengan teman-teman	santai dan tarik napas

2020/09/26 3:25:51 AM GMT+7	Muhamad Nur Wahyuda	20	8A	iya	saya cemas karena harus berbicara bahasa inggris dan saya tidak percaya diri	relax(santai) karena saya dengan santai bisa mengurangi cemas
2020/09/26 3:48:53 AM GMT+7	Zaky Alif Fakhrudin	31	8A	iya	saya cemas karena dilihat teman-teman membuat tidak percaya diri	relax, santai karena saya grogi saat maju dedepan kelas
2020/09/26 8:26:28 AM GMT+7	Adianto Agung Nugroho	1	8A	iya	Saya cemas karena harus berbicara Bahasa Inggris dan saya tidak percaya diri	relax(santai) karena saya dengan santai bisa mengurangi cemas
2020/09/26 1:03:02 PM GMT+7	Elsa Iriyani .R.	12	8A	Iya saya cemas saat tampil berbicara didepan kelas	Takut salah dalam berbicara Bahasa Inggris kurang percaya diri berbicara didepan kelas	saya menenangkan diri dengan santai untuk mengurangi kecemasan

2020/09/26 1:08:38 PM GMT+7	Dea Pratama	7	8A	Iya	interaksi saya dengan bu guru membuat cemas karena tidak akrab	relax untuk mengurangi kecemasan
2020/09/26 1:11:48 PM GMT+7	Aulia Afdillah	32	8A	iya	saya cemas karena dilihat teman dan takut salah dalam berbicara Bahasa Inggris	saya mengurangi kecemasan dengan cara duduk sejenak
2020/09/26 1:15:00 PM GMT+7	Muhammad Taufik Dina Pratama	21	8A	iya saya merasa gugup saat tampil didepan kelas	saya cemas karena tidak bisa membaca Bahasa Inggris	saya sudah mempersiapkan materi sebelum maju didepan kelas
2020/09/26 1:17:09 PM GMT+7	Oksin Setiawan	24	8A	iya	saya cemas karena takut salah dalam berbicara Bahasa Inggris	duduk sejenak lalu berani maju didepan kelas membuat kecemasan berkurang
2020/09/26 1:19:11 PM GMT+7	Rovlin Vardan Ardiansyah	30	8A	iya	saya cemas karena takut ditertawain sama teman-teman	tarik napas agar relax saat berbicara didepan kelas
2020/09/28 6:05:55	Faisal Fadli	15	8A	iya	saya cemas setelah maju	tidak mengerti

AM GMT+7					didepan kelas karena tiba-tiba bu guru menunjuk saya untuk memperbaiki kesalahan grammar	
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# APPENDIX 9

## Close-ended questionnaire

Berilah centang sesuai yang kamu rasakan pada saat maju Bahasa Inggris didepan kelas dengan materi “Bigger is not always better”.

1. Percaya diri saat berbicara Bahasa Inggris didepan kelas

☐ Centang

2. Tidak malu saat berinteraksi menggunakan Bahasa Inggris dengan orang lain

☐ Centang

3. Tampak santai saat berbicara Bahasa Inggris

☐ Centang

4. Kurang percaya diri karena keraguan dalam berbicara Bahasa Inggris

☐ Centang

5. Nyaman saat mendapat dukungan dari teman-teman bahwa saya bisa berbicara Bahasa Inggris

☐ Centang

6. Tampak jantung berdebar-debar dan berkeringat saat berbicara Bahasa Inggris didepan kelas

☐ Centang

7. Tidak percaya diri dan takut dengan kemampuan yang dimiliki dalam Bahasa Inggris

☐ Centang

8. Muncul keringat bercucuran, tangan gemetar, kosong, dan bingung saat maju didepan kelas dengan berbicara Bahasa Inggris

☐ Centang



# APPENDIX 10

### Level of Anxiety

[illegible]

7:04:33 AM GMT+7	Setiawan										
2020/11/13 7:05:58 AM GMT+7	Rovlin Vardan Ardiansyah	30	8A					Centang			
2020/11/13 7:07:21 AM GMT+7	Lathifah Khoirun Nisa	18	8A							Centang	
2020/11/13 7:14:27 AM GMT+7	Nugroho Faldy Khoirudin	23	8A								Centang
2020/11/13 7:16:19 AM GMT+7	Muhammad Nur Wahyuda	20	8A					Centang			
2020/11/13 7:18:07 AM GMT+7	Ariska Dwi Septiani	6	8A						Centang		
2020/11/13 8:24:31 AM GMT+7	Nabila Dinda Al Mufarridun	22	8A				Centang				
2020/11/13 9:09:49 AM GMT+7	Fadhilah Damai Nurtashdiq	9	8A	Centang							
2020/11/13 10:17:34 AM GMT+7	Dela Ananda Vitriani	8	8A							Centang	
2020/11/13 10:19:47 AM GMT+7	Marfin Dwi Purwanto	19	8A							Centang	
2020/11/13 10:21:58 AM GMT+7	Adianto Agung Nugroho	1	8A				Centang				

2020/11/13 10:22:29 AM GMT+7	Agung Mulyono	2	8A							Centang	
2020/11/13 10:23:24 AM GMT+7	Anggara Dias Lesmana	3	8A							Centang	
2020/11/13 10:23:52 AM GMT+7	Arahman Sholeh	4	8A				Centang				
2020/11/13 11:05:55 AM GMT+7	Dea Pratama	7	8A				Centang				
2020/11/13 12:25:36 PM GMT+7	Ridwan Ar Roqib	28	8A							Centang	
2020/11/13 12:27:22 PM GMT+7	Diky Mariyadi	10	8A				Centang				
2020/11/13 12:27:52 PM GMT+7	Edo Angga Saputra	11	8A				Centang				
2020/11/13 12:28:31 PM GMT+7	Faizal Fadli	15	8A							Centang	
2020/11/13 1:03:44 PM GMT+7	Hendra Permana	16	8A							Centang	
2020/11/13 1:05:33 PM GMT+7	Irfan Tri Ferdiansyah	17	8A				Centang				
2020/11/13 1:07:33 PM	Muhammad Taufik Dina	21	8A				Centang				

GMT+7											
2020/11/13 1:08:00 PM GMT+7	Primus Tofa	26	8A							Centang	
2020/11/13 1:08:51 PM GMT+7	Riski Aditya Saputra	29	8A				Centang				
2020/11/13 1:09:34 PM GMT+7	Zaky Alif Fakhrudin	31	8A				Centang				
2020/11/13 1:11:00 PM GMT+7	Aulia Afdillah	32	8A							Centang	
2020/11/14 10:24:26 AM GMT+7	Arif Nugroho	5	8A				Centang				
2020/11/14 10:25:23 AM GMT+7	Oktavia Nugraheni	25	8A							Centang	

No	Level of Anxiety	Total
1.	Low	1
2.	Medium	17
3.	High	14

# APPENDIX 11

## Data Coding

1/S1/ SA.LBLL/ SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
1.	S1	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
			V						V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 1/S1/ SA.LBLL/ SS.R means that the first data is S1 and factors student anxiety in the learners' belief about language learning and student strategy by relaxation.

2/S2/ SA.ILI/ SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
2.	S2	SA.P IA	SA.L BLL	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
					V				V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 2/S2/ SA.ILI / SS.R means that the two data is S2 and factors student anxiety in instructor-learners interaction and student strategy by relaxation.



3/S3/ SA.ILI / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
3.	S3	SA. PIA	SA.L BLL	SA.IB LT	SA.I LI	SA.C P	SA.L T	SS.P	SS.R	SS.P T	SS.PS	SS.RE
					V				V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written  
 3/S3/ SA.ILI / SS.R means that the three data is S3 and factors student anxiety in instructor-learners interaction  
 and student strategy by relaxation.

4/S4/ SA.ILI / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
4.	S4	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
					V				V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 4/S4/ SA.ILI / SS.R means that the four data is S4 and factors student anxiety in instructor-learners interaction and student strategy by relaxation.

5/S5/ SA.PIA

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
5.	S5	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V										

Those are can put together in the sentence. The data coding for data analysis way to read it is written 5/S5/ SA.PIA means that the five data is S5 and factors student anxiety in personal and interpersonal anxieties.

6/S6/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
6.	S6	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 6/S6/ SA.PIA / SS.R means that the six data is S6 and factors student anxiety in personal and interpersonal anxieties and student strategy by relaxation.

7/S7/ SA.ILI / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
7.	S7	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
					V				V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 7/S7/ SA.ILI / SS.R means that the seven data is S7 and factors student anxiety in instructor-learners interaction and student strategy by relaxation.

8/S8/ SA.PIA / SS.PT

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
8.	S8	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V								V		

Those are can put together in the sentence. The data coding for data analysis way to read it is written 8/S8/ SA.PIA / SS.R means that the eight data is S8 and factors student anxiety in personal and interpersonal anxieties and student strategy by positive thinking.

9/S9/ SA.PIA / SS.P

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
9.	S9	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V						V				

Those are can put together in the sentence. The data coding for data analysis way to read it is written 9/S9/ SA.PIA / SS.P means that the nine data is S9 and factors student anxiety in personal and interpersonal anxieties and student strategy by preparation.

10/S10/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
10.	S10	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 10/S10/ SA.PIA / SS.R means that the ten data is S10 and factors student anxiety in personal and interpersonal anxieties and Student strategy by relaxation.

11/S11/ SA.CP / SS.P

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
11.	S11	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
						V		V				

Those are can put together in the sentence. The data coding for data analysis way to read it is written 11/S11/ SA.CP / SS.P means that the eleven data is S11 and factors student anxiety in classroom procedures and student strategy by preparation.

12/S12/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
12.	S12	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written  
 12/S12/ SA.PIA / SS.R means that the twelve data is S12 and factors student anxiety in personal and interpersonal  
 anxieties and student strategy by relaxation.

13/S13/ SA.LBLL / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
13.	S13	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.PS	SS.RE
			V						V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 13/S13/ SA.LBLL / SS.R means that the thirteen data is S13 and factors student anxiety in learners' belief about language learning and student strategy by relaxation.

14/S14/ SA.ILI / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
14.	S14	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
					V				V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 14/S14/ SA.ILI / SS.R means that the fourteen data is S14 and factors student anxiety in instructor-learners interaction and student strategy by relaxation.





Those are can put together in the sentence. The data coding for data analysis way to read it is written 16/S16/ SA.PIA / SS.PT means that the sixteen data is S16 and factors student anxiety in personal and interpersonal anxieties and student strategy by positive thinking.

17/S17/ SA.ILI / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
17.	S17	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
					V				V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 17/S17/ SA.ILI / SS.R means that the seventeen data is S17 and factors student anxiety in instructor-learners interaction and student strategy by relaxation.

18/S18/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
18.	S18	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written  
 18/S18/ SA.PIA/SS.R means that the eighteen data is S18 and factors student anxiety in personal and interpersonal  
 anxieties and student strategy by relaxation.

19/S19/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
19.	S19	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 19/S19/ SA.PIA / SS.R means that the nineteen data is S19 and factors student anxiety personal and interpersonal anxieties and student strategy by relaxation.

20/S20/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
20.	S20	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 20/S20/ SA.PIA/SS.R means that the twenty data is S20 and factors student anxiety in personal and interpersonal anxieties and student strategy by relaxation.

21/S21/ SA.PIA / SS.P

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
21.	S21	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V						V				

Those are can put together in the sentence. The data coding for data analysis way to read it is written 21/S21/SA.PIA/SS.P means that the twenty one data is S21 and factors student anxiety in personal and interpersonal anxieties and student strategy by preparation.

22/S22/ SA.PIA / SS.PT

[illegible]

Those are can put together in the sentence. The data coding for data analysis way to read it is written 22/S22/SA.PIA/ SS.PT means that the twenty two data is S22 and factors student anxiety in personal and interpersonal anxieties and student strategy by positive thinking.

23/S23/ SA.PIA / SS.RE

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
23.	S23	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V										V

Those are can put together in the sentence. The data coding for data analysis way to read it is written 23/S23/SA.PIA/SS.RE means that the twenty three data is S23 and factors student anxiety in personal and interpersonal anxieties and student strategy by resignation.



Those are can put together in the sentence. The data coding for data analysis way to read it is written 25/S25/SA.PIA/SS.RE means that the twenty five data is S25 and factors student anxiety in personal and interpersonal anxieties and student strategy by resignation.

26/S26/ SA.IBLT / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
26.	S26	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
				V					V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 26/S26/ SA.IBLT / SS.R means that the twenty six data is S26 and factors student anxiety in instructor beliefs about language teaching and student strategy by relaxation.



27/S27/ SA.ILI / SS.RE

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
27.	S27	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
					V							V

Those are can put together in the sentence. The data coding for data analysis way to read it is written  
 27/S27/SA.ILI/ SS.RE means that the twenty seven data is S27 and factors student anxiety in instructor-learners  
 interaction and student strategy by resignation.

28/S28/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
28.	S28	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 28/S28/SA.PIA/SS.R means that the twenty eight data is S28 and factors student anxiety in personal and interpersonal anxieties and student strategy by relaxation.

29/S29/ SA.LT / SS.RE

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
29.	S29	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
							V					V

Those are can put together in the sentence. The data coding for data analysis way to read it is written 29/S29/ SA.LT / SS.RE means that the twenty nine data is S29 and factors student anxiety in language testing and student strategy by resignation.

30/S30/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
30.	S30	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written  
 30/S30/ SA.PIA / SS.R means that the thirty data is S30 and factors student anxiety in personal and  
 interpersonal anxieties and student strategy by relaxation.

31/S31/ SA.PIA / SS.R

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
31.	S31	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V							V			

Those are can put together in the sentence. The data coding for data analysis way to read it is written 31/S31/ SA.PIA / SS.R means that the thirty one data is S31 and factors student anxiety in personal and interpersonal anxieties and student strategy by relaxation.

32/S32/ SA.PIA / SS.RE

No.	Student	Factor anxiety						Students strategies to reduce anxiety				
32.	S32	SA. PIA	SA.LBL L	SA.IBL T	SA.IL I	SA.C P	SA.L T	SS. P	SS. R	SS.P T	SS.P S	SS.RE
		V										V

Those are can put together in the sentence. The data coding for data analysis way to read it is written 32/S32/ SA.PIA / SS.RE mean that the thirty two data is S32 and factors student anxiety in personal and interpersonal anxieties and student strategy by resignation.

